

Disadvantaged Pupil strategy statement - Lobley Hill Primary School 2017-18

• Summary information					
School	Lobley Hill Primary School				
Academic Year	2017/18	Total PP budget	£163,380	Date of most recent PP Review	May 2017
Total number of pupils	430	Number of pupils eligible for PP	119	Date for next internal review of this strategy (Review of Budget in April 2017)	Dec 2017

• Summary of Individual PP Audits – collated April 2017 to be reviewed and used for Transition Summer 2 and to inform Strategy Action Plan moving forward								
Barriers	EYFS (8chn)	Year 1(14 chn)	Year 2 (13chn)	Year3 (19 chn)	Year 4 (20chn)	Year 5 (15 chn)	Year 6 (23chn)	Total
Attendance	4%	14%	18%	25%	22%	13%	26%	17%
Emotional Wellbeing	25%	16%	14%	23%	27%	18%	35%	17%
Behaviour for Learning	20%	9%	2%	12%	16%	8%	24%	13%
Financial	28%	14%	12%	33%	31%	20%	25%	23%
Home support with teaching and Learning	7.5%	24% 63% don't engage in reading/homework 56% don't engage in workshops	26% 46% don't engage in reading/homework 62% don't engage in workshops	26% 47% don't engage in reading/homework 53% don't engage in workshops	38% 65% don't engage in reading/homework 50% limited lit/num	27% 54% don't engage in reading/homework 40% don't engage in workshops	33% 48% don't engage in reading, homework or workshops 35% limited lit/num	26%
Other (EAL, SEND, Forces)	4%	10%	8%	7%	0%	4%	4%	5%

- Pupil Premium Gap evident in all year groups with Year 2 and 3 having the lowest gap currently.
- The greatest gap is evident in Year 4
- PP Individual Audits show a correlation between the greatest barriers (financial and home support) and greatest gaps. This has implications and further evidence to support PP targeted funding for 2017/18.
- Attainment dip is evident in year 3 and year 6 mock data.
- Years 5 and 6 have maths as a weaker subject when looking at combined scores
- Year 3 is balanced across the three subjects
- Years 2 and 4 have writing as a weaker subject when looking at combined scores.
- Year 1 has reading and writing as weaker subjects when looking at combined scores

Inclusion Register (May 2017) – the table below shows the % PP children as compared to the whole on the register					
Cause for Concern	School Support	Single Plan/Statement	Child in Need	Child Protection	Overall Total
58%	34%	33%	100%	50%	50%

At Lobley Hill Primary we aim to 'Be the Best We Can Be' through being curious, adventurous, and respectful in order to achieve personal excellence



The table below shows the combined percentages for **Reading, Writing and Maths**. It is based on Teacher Assessments from Spring PPM and will be updated following end of year assessments and ongoing teacher assessment.

Year Group	Expected +				Greater Depth				Most Common Barriers for PP Children	
	Cohort	NonPP	PP	PP/nonPP Difference	Cohort	NonPP	PP	PP/nonPP Difference	Home Support	Financial
Year 1	71%	78%	57%	-21%	9%	15%	0%	-15%	24%	14%
Year 2	82%	83%	80%	-3%	11%	7%	13%	-6%	26%	12%
Year 3	64%	69%	53%	-16%	13%	17%	5%	-12%	26%	33%
Year 4	77%	90%	52%	-38%	20%	26%	10%	-16%	38%	31%
Year 5	79%	88%	60%	-28%	17%	21%	7%	-14%	27%	20%
Year 6 MOCK	62%	74%	48%	-26%	2%	4%	0%	-4%	33%	25%
Year 6 TA	82%	89%	68%	-21%	4%	4%	5%	+1%	33%	25%

Current attainment Data - to be completed Autumn 1 2017

	<i>EYFS data 2017 – not yet available</i>		Phonics Screening 2017			KS1 SATs 2017				KS2 SATs 2017			
	<i>Pupils eligible for PP (national average)</i>	<i>School Overall (national average)</i>	<i>Pupils eligible for PP (national average)</i>	<i>School Overall (national average)</i>		<i>Pupils eligible for PP (national average)</i>	<i>School Overall (national average)</i>	<i>Pupils eligible for PP (national average)</i>	<i>School Overall (national average)</i>	<i>Pupils eligible for PP (national average)</i>	<i>School Overall (national average)</i>	<i>Pupils eligible for PP (national average)</i>	<i>School Overall (national average)</i>
			Pass	Pass		Expected	High	Expected	High				
Reading	40%	83%	77%	85%	% making progress in reading	79%	82%	14%		57%	70%	13%	
Writing	20%	76%			% making progress in writing	71%	77%	0%		78%	88%	4%	
Maths - Number	80%	83%			% making progress in maths	79%	84%	14%		61%	74%	4%	
GLD	10%	65%			% achieving in reading, writing and maths	71%	76%	0%		43%	68%	4%	

<ul style="list-style-type: none"> Barriers to future attainment (for pupils eligible for PP, including high ability) 		
In-school barriers (<i>issues to be addressed in school, Emotional Wellbeing; Behaviour for Learning SEND EAL;)</i>		
1.	Teaching and Learning of Reading - Reading Attainment– barrier shown through 2016 data; LA review of reading in school is yet to be implemented to impact on staff CPD (see also EEF reports for KS1 and 2); barriers in relation to home support from PP Individual audit; limited vocabulary of pupils (refer also to research Harton & Risley, Beck, EEF) From last action plan but still most current national data - KS2 Reading progress was significantly below average and in lowest 10% for 'disadvantaged high' (from KS1 data); KS1 Reading progress for 'disadvantaged expected' group (from EY data) is well below national figure	
2.	The monitoring of teaching, assessment and intervention for disadvantaged pupils to ensure measureable impact on progress and attainment, evidenced by Attainment gaps between PP and non PP in Reading, writing and Maths across the school as a whole – see TA for Spring 2017 above	
3.	Emotional Well-being and Engagement for individual PP children.	
External barriers (<i>issues which also require action outside school – attendance/lateness; financial; parental support with teaching and learning; home language)</i>		
4.	Home-school support and financial barriers – see PP Individual audit summary p.1	
5.	Attendance - Attendance for FSM children was in lowest 10% nationally and persistent absence was high for this group (see Inspection Dashboard 2016) Update once new data released	
<ul style="list-style-type: none"> Desired outcomes 		
Barrier	Desired outcomes and how they will be measured	Success criteria
1.	Teaching and Learning of Reading Outcomes to Overcome Barrier: <ul style="list-style-type: none"> Following staff CPD based on Power of Reading/LA Consultation (planned Summer 2/Autumn 1 2017) the teaching of reading across school will have a clear progression of skills to support children in becoming proficient and competent readers. Monitoring of planning, lesson observations, pupil voice and assessment data will be used to measure the success following implementation of CPD. DHT roles will monitor and support staff in this area to ensure any slow progress is identified and actioned (see Barrier 2 for links with efficient tracking systems) Links to School Priority Action Plan priorities 1, 3, 4 & 5	Data tracking will show an improvement in attainment and gaps narrowed for disadvantaged children. Lesson planning, observations and subsequent data will reflect school policy and practice for the teaching of reading. RI lesson observations will be actioned with DHT support and the impact of support measured by further monitoring.
2.	The monitoring of teaching, assessment and intervention for disadvantaged pupils: <ul style="list-style-type: none"> Systems put in place from September 2017 will ensure robust monitoring of teaching and learning. This will be one of the designated roles of the DHT within school and be measureable through monitoring process and impact on teaching and learning and data. DHT role measureable via performance management/Headteacher Pupil Interventions will be delivered in line with revised Intervention Process and in line with Teaching and Learning Policy TAs will have specified Intervention roles across school and designated times for these within the school day – TAs will record impact of interventions through assessments (baseline/exit) 	From September 2017: <ul style="list-style-type: none"> Tracking systems in school will be in place for September 2017. Monitoring timetable will identify a rolling programme across school to allow time to make immediate interventions for teacher support as well as pupil interventions. Interventions will be evaluated based on impact on standards Intervention will narrow gaps in attainment.

	<ul style="list-style-type: none"> Impact of Intervention programmes will be monitored within a specified time frame to assess effectiveness and suitability for individual children – measureable by progress made. <p>Links to School Priority Action Plan priorities 1, 3, 4, 5 & 6</p>	<ul style="list-style-type: none"> TAs will have specified intervention role.
3.	<p>Emotional Well-being and Engagement for individual PP children.</p> <ul style="list-style-type: none"> Transition in Summer term will have a focus on EWB of children and identify any strategies needed for key children at transition. Reception baseline assessments will reflect the EWB of children. Pupil progress meetings will continue to have a focus on EWB and engagement. Children identified within this process will be referred as appropriate to in-school/out of school support following discussion with Inclusion team and AENDCo. Success in this area will be measured through early identification of pupils; pupils being able to access teaching and learning; employment of EWB strategies; ongoing evaluation and reflection of changing needs of pupils; adherence to school Inclusion policy. <p>Links to School Priority Action Plan priorities 4 & 6</p>	<ul style="list-style-type: none"> Designated TA role will include EWB as an intervention, including Thrive. Pupil Premium (disadvantaged children) Audits will be used to inform transition Pupil Progress Meetings will identify EWB needs and impact of intervention in this area. Inclusion team will ensure appropriate support is provided for child's needs.
4.	<p>Home-school support and financial barriers overcome:</p> <ul style="list-style-type: none"> Key support for parents to promote and enable engagement with home learning to be planned and delivered throughout the academic year. Monitored by attendance at support events/workshops and through engagement in home learning. Raised awareness of how to support children at home measured through evaluations. Home-School support to be a key role for DHT in new structure. Raised attainment as a result of increased support from home Financial support for key families ring fenced to ensure hard-ship funding is available for: attendance at residential, school visits, dinner money, resources to support home learning. <p>Links to School Priority Action Plan priorities 4, 5, 8 & 9</p>	<ul style="list-style-type: none"> Strategic plan in place to map out proposed workshops throughout the year to coincide with key developmental times in the year. Parents and child to engage in practical workshops in order to build up an increasing bank of strategies/resources for supporting with home learning Increased confidence in parents in terms of their ability to support with home learning. Identify any further support needed by parents in basic skills and direct them accordingly.
5.	<p>Attendance Barrier Overcome:</p> <ul style="list-style-type: none"> Pupils will be in school punctually and consistently to allow teaching and learning to be most effective. Pupils will not have the additional impact of absence on EWB and standards. Monitored by correlating pupil progress with attendance and EWB information from teachers. <p>Links to School Priority Action Plan priorities 5, 8 & 9</p>	<ul style="list-style-type: none"> Reduce the number of persistent absentees among pupils eligible for PP. Follow LA policies and procedures to address attendance issues. Overall PP attendance to improve to 96% in line with 'other' pupils.

• Planned expenditure						
Academic year		2017-18				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
i. Quality of teaching for all						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Proposed Expenditure
1. Improved Teaching and Learning of Reading Outcomes to Overcome Barrier:	Staff CPD Monitoring of teaching and learning by DHTs	<ul style="list-style-type: none"> Staff subject knowledge in respect to reading/LA consultation linked to reading School National data 2015/16 (Raise/Dashboard) EEF 'Improving Literacy in KS1/2' Research Harten & Risley/Beck Research Internal data in relation to prior attainment/current attainment gaps (PP/nonPP) see p.2 	<ul style="list-style-type: none"> New staffing structure for 2016/7 and monitoring timetable will have a specific focus on teaching and learning to ensure necessary action/support can be implemented to close gap/accelerate progress. Teaching of reading will reflect the progress in skills necessary to promote reading competence. Monitored through lesson observations/planning (linked to LS MPQML project) 	DHTs LS/LW	As part of monitoring timetable - monitoring to commence Autumn 2017 Reading CPD in Summer2/Autumn1	28% DHT Role x2 (based on L11) = £27,986
2. Strategic monitoring of teaching, assessment and intervention for disadvantaged pupils	<p>Monitoring of teaching and learning specifically linked to roles of DHTs EYFS/KS1 and KS2).</p> <p>Evaluation of current tracking systems and implementation of new system as required.</p> <p>TAs to have specific Interventions to lead and monitor for impact</p> <p>CPD/Resources for Inclusion/Intervention to be purchased to support success of this outcome</p>	<ul style="list-style-type: none"> Monitoring of teaching and learning needs scope to identify and respond to any needs in relation to pupil progress (data/pupil books/lesson observations/planning) with support actioned to avoid gaps being created. Current data tracking is not providing school with the necessary information required to move teaching and learning forward in a timely manner. Data analysis is taking an disproportionate amount of DHT time. 	<ul style="list-style-type: none"> Review of DHT roles and monitoring process in respect to impact on teaching and learning Review of gaps between PP/non-PP children from data 	DHTs	As part of monitoring timetable - monitoring to commence Autumn 2017	<p>28% DHT Role x2 (based on L11) = £27,986</p> <p>TA Role for PM session Based on 4 level 3 TAs for 2.5 hours a day = £ 17,550 Based on 4 level 2 TAs for 2.5 hours a day = £ 15,600 Resources/CPD = £5,000</p> <p>Mathletics = £1,650 Lexia = £ 4,620 Accelerated Reader = £ 1,451</p> <p>Cost of tracking system = tbc</p>

ii. Targeted support						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Proposed Expenditure
3. Curriculum access for disadvantaged children with Emotional Well-being and Engagement needs.	Refinement of transition for Summer 2017 Continuation of changes made to Pupil progress Meetings in relation to EWB/AENDCo & Inclusion team involvement. Designated TA to focus on EWB intervention from Autumn 2017 in PM sessions	<ul style="list-style-type: none"> Success of revised Pupil Progress meeting format within 2015/16 in relation to having a holistic view of teaching and learning and potential barriers. PP Individual Audits reveal 17% of disadvantaged children have EWB as a barrier but this is significantly higher in some year groups (see p.1 for Summary). 	<ul style="list-style-type: none"> Impact of strategies/intervention monitored and tracked on revised Intervention Process as of September 2017 	DHTs HLTA	As part of monitoring timetable - monitoring to commence Autumn 2017	28% DHT Role x2 (based on L11) = £27,986 50% HLTA = £ 11,285 50%AHT role =£21,511 Lunchtime Supervisor for Nurture Group = £2,453
4. Improved partnerships with parents/carers to promote Home Learning. Financial support to have a positive impact on educational experiences and learning	Programme of workshops to promote home learning and the capacity to carry this out. Financial support for key families ring fenced to ensure hard-ship funding is available.	<ul style="list-style-type: none"> PP Individual Audits in relation to home support and financial barriers show these as the biggest barriers to learning for disadvantaged children (see p.1 for Summary). 	<ul style="list-style-type: none"> Part of DHT role for 2017/18 Parental evaluations Involvement in home learning impacting upon children's attainment and motivation to learn – through Pupil Progress Meetings and teacher feedback. 	DHTs Subject Leaders	As part of monitoring timetable - monitoring to commence Autumn 2017	28% DHT Role x2 (based on L11) = £27,986 Resources for parent workshops = £ 1000 See p.7 for breakdown of subsidies to support financial hardship
iii. Other approaches						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Proposed Expenditure
5. Attendance to show disadvantaged figures in line with non and key families supported according to policy.	AHT role to continue to focus on addressing key children/families with attendance/punctuality issues Review of Vision and values for September 2017 will have a revised Home-School Agreement to be integrated across school community and will include attendance as a key message.	<ul style="list-style-type: none"> Individual PP Audits and Attendance tracking show direct correlation with poor attendance and attainment. 	<ul style="list-style-type: none"> Impact monitored through attendance monitoring and adherence to attendance policy by AHT Parent/Pupil Voice relating to Home-School Agreement 	AHT All Staff (Vision and values)	As part of monitoring timetable - monitoring to commence Autumn 2017	50 % AHT role (based on L5) = £ 21,511



<p>Total Cost:</p> <p>28% DHT Role = £ 27,986 50% AHT Role = £21,511 50% HLTA = £11,285 L3 TAs for Intervention = £ 17,550 L2 TAs for Intervention = £ 15,600 Lunchtime Supervisor for Nurture Group = £2,453</p>	<p>Breakfast Club Funding = £5,000 Breakfast Club staffing = £4,500 Mathletics = £1,650 Lexia = £ 4,620 Accelerated Reader = £ 1,451 Cost of tracking system = Approx £3000</p> <p>Inclusion Resources/Training = £5,000 Resources for parent workshops = £ 1000</p>	<p>Payment for educational visits/events = £1000 Payment for residential visits = £3500 (tbc) Payment of dinner money = £1500 Uniform purchasing support = £ 500 Subsidising in-school events = £2,000 Subsidising after-school club provision = £1,000 Educational Resources at home =£200</p>	<p>£130,855</p>
---	---	--	------------------------

Note: the DHT roles for September 2017 will have a teaching and learning focus across school with all pupils therefore funding has been worked out by taking 28% of role as Disadvantaged children equate to 28% of children on roll. In September, once DHT roles are in place and PP numbers for each Key Stage are confirmed, the percentages will be worked out according to Key Stage numbers.

Note: the AHT role for September 2017 will have a focus on Inclusion with all pupils on the register therefore funding has been worked out by taking 50% of role as Disadvantaged children equate to 50% of children on register.



<ul style="list-style-type: none"> Review of expenditure – Reviewed May 2018 by 				
Previous Academic Year		2016-2017		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
		<ul style="list-style-type: none"> 		
		<ul style="list-style-type: none"> 		



Review of expenditure – Reviewed May 2018 by				
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost



Review of expenditure – Reviewed May 2018 by

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
	•			
	•		OVERALL TOTAL COST	

• Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at:

At Lobley Hill Primary we aim to 'Be the Best We Can Be' through being **curious**, **adventurous**, and **respectful** in order to achieve personal **excellence**

