

Pupil premium strategy statement - Lobley Hill Primary School 2016-17

Summary information					
School	Lobley Hill Primary School				
Academic Year	2016/17	Total PP budget	£103335.09	Date of most recent PP Review	April 2016
Total number of pupils	427	Number of pupils eligible for PP	113 (27%) 117 (EY) (27.5%)	Date for next internal review of this strategy (Review of Budget in April 2017)	July 2017

Current attainment Data													
	<i>EYFS data 2016 – not yet available</i>		Phonics Screening 2016			KS1 SATs 2016				KS2 SATs 2016			
	<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			85% (83%)	83% (83%)	% making progress in reading	67% (78)	78% (74)	11% (27%)	22% (24%)	59% (71%)	68% (66%)	0% (23%)	14% (19%)
Writing					% making progress in writing	44% (70%)	64% (65%)	6% (16%)	12% (13%)	88% (79%)	84% (74%)	0% (18%)	0% (15%)
Maths					% making progress in maths	50% (77%)	74% (73%)	6% (20%)	22% (18%)	71% (75%)	80% (70%)	6% (20%)	16% (17%)
GLD					% achieving in reading, writing and maths								

• 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>)		
A.	KS1 Reading progress for 'disadvantaged expected' group (from EY data) is well below national figure. Vocabulary development will be a whole school focus.	
B.	KS2 Reading progress was significantly below average and in lowest 10% for 'disadvantaged high' (from KS1 data). . Vocabulary development will be a whole school focus	
C.	Attainment gaps between PP and non PP in Reading, writing and Maths across the school as a whole.	
D.	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>)		
D.	Attendance for FSM children was in lowest 10% nationally and persistent absence was high for this group (see Inspection Dashboard 2016)	
• Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Narrowing of Attainment gap between PP and non PP. Teaching and Learning to focus on: ensuring Quality first teaching; targeted support from Class teacher for PP children in all ability groups; access to appropriate interventions to support progress and attainment; effective use of teaching assistants to support teaching and learning.	<ul style="list-style-type: none"> • Planning to link specifically to any barriers to learning for PP individuals • Focus group teaching to ensure all PP children, in all groups, are taught by class teacher every week in English and Maths • Interventions monitored and used effectively to impact on pupil progress
B.	Raising Attainment in Reading. Teaching and Learning in Reading will be a focus across the school, specifically in relation to reading comprehension. Reading progress and attainment will be measured and monitored via Learning Ladders, SATs and Optional SATs with a focus on ensuring the gap between PP and non-PP is narrowed.	<ul style="list-style-type: none"> • Next steps from reading assessments will be evident on planning and specific to key teaching groups. • Staff CPD and monitoring of planning and teaching will focus on ensuring reading strategies are taught to ensure pupil progress of all groups, including more able. • English lead to receive CPD and trial Power of Reading Programme in Year 3 and 4 with a view to rolling this out Spring/Summer 2017 • Reading Audit to be carried out and actioned in partnership with LA consultant (Paula Thompson)
C.	Children will have emotional well-being support to promote behaviour for learning.	<ul style="list-style-type: none"> • Key children identified by relevant staff members and discussed with Inclusion team. • Thrive Programme used where relevant to offer Individual programme for key children. • Nurture Group at lunchtime available to support key children with emotional well being
D.	Increased attendance rates for pupils eligible for FSM & PP.	<ul style="list-style-type: none"> • Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance improves to 96% in line with 'other' pupils.

• Planned expenditure					
Academic year		2016-17			
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?
Narrowing of Attainment gap between PP and non PP.	Each phase to have Teaching assistant to allow focused teaching by class teacher. Key pupils identified in Pupil Progress Meetings Interventions used to support learning.	<ul style="list-style-type: none"> Focus to be on teachers to ensure provision for all groups of learners and ensure they are addressing these groups throughout the week. Discussion in Pupil progress Meetings to ensure a shared approach to identifying next steps for key groups of children. Interventions to be an approved/tested programme and delivered to address specific needs. 	<ul style="list-style-type: none"> Monitoring of Assessment data to look at gap being closed across all year groups. Information fed into action plans to address needs and discussed at Pupil Progress Meetings Planning to be reviewed to ensure it reflects any barriers to learning and have specific PP focus. (From Summer 2017 PP Individual Audit to be completed by current class teacher and validated by Inclusion team to ensure comprehensive view) Lesson observations and planning scrutiny 	Lorna Wood-Williams ADHT 10% = £4192.00 HLTA 50% = £11284.50 Lunchtime Supervisor = £2453.00 TAs to deliver Interventions =£21147.09 Total =£39075.59	July 2017
		<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	Intervention training (Talk Boost) = £570 Intervention Programmes – Boosting Reading = £150.00 Encouraging S&L in EY = £70.00 Better Reading= £500.00 Lexia = £4620 Spellodrome = £1219.00 Mathletics = £1605.00 Total = £8974.00	

Raising Attainment in Reading	Staff CPD – focussed teaching groups, challenging more able. Key staff modelling and supporting staff CPD Engagement with a recognised programme to promote staff CPD with Reading in school – Power of Reading Talk Boost to be implemented in EYFS	<ul style="list-style-type: none"> • Inspection Dashboard data • Data monitoring in relation to reading comprehension shows gap between rate/fluency and comprehension. • Teacher assessment identifies limited vocabulary across all ability groups. • Staff request for support with guided reading strategies. 	<ul style="list-style-type: none"> • Data analysis to track progress and attainment – RWI, Phonics Screening, KS1 SATs/KS2 SATs/Optional SATs, YARC, Accelerated Reader, Lexia • Lesson observations and planning scrutiny for guided reading/English sessions • Staff evaluations of CPD • Review of Power of reading programme by English lead. 	Lorna Wood-Williams Laura Warren Power of Reading programme = £1450.00 Talk Boost training and TA = £1178.34 Key support from senior staff in teaching and modelling reading = £31443.00 Better reading Programme TA = £1371.00 Total = £34504	July 2017
Total budgeted cost					£82553.59
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?
Children will have emotional support to promote behaviour for learning.	Access to ‘Thrive’ programme to identify needs and strategies for support. Delivered by HLTA All staff trained in basics.	The number of children with emotional needs and challenging backgrounds has increased significantly in recent years. The school currently has 111 vulnerable children identified. 64% of these children are PP Many of these needs are linked to emotional wellbeing. The Thrive Programme supports the school in identifying these needs and in how best to support the child.	<ul style="list-style-type: none"> • Monitored in Pupil Progress Meetings, Inclusion team Meetings and via parental consultations 	Johanna James Kathryn Jobling Staff training = £468.00 HLTA = £11284.50	July 2017
<i>See above for targeted support in reading and in all areas to close the gap.</i>					
Total budgeted cost					£11752.50

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?
Increased attendance rates for pupils eligible for FSM & PP.	<ul style="list-style-type: none"> Regular scrutiny of attendance will have a specific focus on FSM and PP children. Parents of persistent absentees to be contacted via LA procedures and offered support with improving attendance Strategies implemented at an early stage in the children's education to raise the awareness of the impact of poor attendance on children's education. 	<ul style="list-style-type: none"> Inspection Dashboard data 	<i>Monitoring of attendance data and statistics</i>	Louise Jefferson 10% of role = £4529.00	July 2017
Financial Support for key families	<p>Support for key families in the areas outlined below to ensure children receive equal entitlement and experiences.</p> <ul style="list-style-type: none"> Educational Resources at home = £200 Payment for educational visits/events = £300 Payment for residential visits = £3500 Payment of dinner money = £500 	<p>Support with attainment in the curriculum in relation to broadening the children's experiences and in supporting learning.</p> <p>Emotional development on residential visits – friendships, challenge, experiences of different environments, social skills, etc.</p>	<i>Review of residential visits Impact on children's learning via book scrutiny</i>	Johanna James	July 2017
Total budgeted cost					£9029.00

• Review of expenditure – Reviewed May 2017 by LWW				
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
Narrowing of Attainment gap between PP and non PP.	Each phase to have Teaching assistant to allow focused teaching by class teacher. Key pupils identified in Pupil Progress Meetings Interventions used to support learning.	<ul style="list-style-type: none"> Monitoring of Assessment data to look at gap being closed across all year groups. Information fed into action plans to address needs and discussed at Pupil Progress Meetings Planning to be reviewed to ensure it reflects any barriers to learning and have specific PP focus. (From Summer 2017 PP Individual Audit to be completed by current class teacher and validated by Inclusion team to ensure comprehensive view) Lesson observations and planning scrutiny 	<p>In reviewing the assessment overview to reflect prior attainment, staff have a clearer understanding of their pupils. This data has been used to recognise the children who are 'on track' in their current year group. This approach will continue to be used but school are looking at a time-efficient method/program to do this as it was labour intensive.</p> <p>Action - JJ/LWW to attend launch of Gateshead Tracking program and look into other systems, e.g. SPTO. Decision made Summer 2 2017</p> <p>Inclusion team were able to add to PP audits and overview of audits revealed clear trends across school to be fed into action plan for 2017-18</p> <p>Action – continue this action into 2017-18 and use to plan for spending</p> <p>Action - Planning review Summer 2017; monitoring to be built into monitoring timetable for 2017-18</p>	£82553.59
Raising Attainment in Reading	Staff CPD – focussed teaching groups, challenging more able. Key staff modelling and supporting staff CPD Engagement with a recognised programme to promote staff CPD with Reading in school – Power of Reading Talk Boost to be implemented in EYFS	<ul style="list-style-type: none"> Data analysis to track progress and attainment – RWI, Phonics Screening, KS1 SATs/KS2 SATs/Optional SATs, YARC, Accelerated Reader, Lexia Lesson observations and planning scrutiny for guided reading/English sessions Staff evaluations of CPD Review of Power of reading programme by English lead. 	<p>All CPD planned following Reading audit by LA (PT) and Power of Reading Training scheduled for Summer Term and Autumn 2017</p> <p>Data analysis will take place Summer 2 following data completion</p> <p>Lesson observations to be built into Summer 2 following reading training (NB – first reading training session was re-scheduled due to union meeting in relation to restructure)</p>	

Review of expenditure – Reviewed May 2017 by LWW

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
Children will have emotional support to promote behaviour for learning.	Access to 'Thrive' programme to identify needs and strategies for support. Delivered by HLTA All staff trained in basics.	<p>Monitored in Pupil Progress Meetings, Inclusion team Meetings and via parental consultations.</p> <p>Impact on individual children is high (PP and non-PP) measureable by their ability to meet the challenges of the school day successfully. Children are identified by Class Teachers via Pupil progress Meetings and actioned through the inclusion AENDCo.</p>	<p>The use of Thrive is key to supporting the EWB of children in school. The main issue presented with this is in relation to the time available to meet all needs within school.</p> <p>Action – in the coming academic year, SLT are considering having afternoon sessions allocated to interventions and TA's being designated set interventions within this time. This should provide a greater degree of consistency in this area.</p>	£11752.50

Review of expenditure – Reviewed May 2017 by LWW

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
Increased attendance rates for pupils eligible for FSM & PP.	<ul style="list-style-type: none"> Regular scrutiny of attendance will have a specific focus on FSM and PP children. Parents of persistent absentees to be contacted via LA procedures and offered support with improving attendance Strategies implemented at an early stage in the children's education to raise the awareness of the impact of poor attendance on children's education. 	<p>LJ has followed school policy in relation to attendance. The monitoring of attendance ensures attendance issues are identified and action taken. Some actions have been escalated this term for persistent non-attendance issues and strategies put in place to tackle this problem. See Inclusion data in regard to this.</p>	Continued approach needed in this to ensure attendance remains at the current level.	£9029.00
Financial Support for key families	<p>Support for key families in the areas outlined below to ensure children receive equal entitlement and experiences.</p> <ul style="list-style-type: none"> Educational Resources at home = £200 Payment for educational visits/events = £300 Payment for residential visits = £3500 Payment of dinner money = £500 	<p>The main expenditure for families comes from those who request support from school. Office staff have been actively chasing up payments for visits/Residentials to ensure payments are made wherever possible.</p>	<p>OVERALL TOTAL COST</p> <p>Action – clarity for parents on the payment requirements for residentials/visits. Residential visits to be looked at in relation to general budget for 2017-18</p>	<p>£103335.09</p>

• 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: www.aschool.sch.uk