**Pupil Premium Grant : Spending plan 2018-19**

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| **School** | Ladybridge Primary School | | | | |
| **Academic Year** | 2018-19 | **Total PP budget** | £121000 | **Date of most recent PP Review** | Sept’18 |
| **Total number of pupils** | 372 | **Number of pupils eligible for PP** | 71 | **Date for next internal review of this strategy** | Dec’18 |

Key: ARE/EXS+ = Age related expectations/Expected standard; GDS/HS = Greater Depth/Higher Standard

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|  | End of EYFS: Jul’18 | | End of KS1: Jul’18 | | End of KS2: Jul’18 | | | |
|  | Attainment | | Attainment | | Attainment: ARE (GDS/HS) **National** | | Progress:  Key: Below Average  Average  Above Average | |
|  | Pupils eligible for PP | Others | Pupils eligible for PP | Others | Pupils eligible for PP | Others | Pupils eligible for PP | Others |
| No. of pupils | 2 | 47 | 6 | 38 | 21 | 39 | 18 | 38 |
| Reading | Literacy:  100% (50%) | Literacy:  83% (9%) | 67% (33%) | 87% (37%) | 48% (19%) | 64% (28%)  **80%** | -0.2 | -0.5 |
| Writing | 83% (50%) | 87% (21%) | 67% (5%) | 77% (21%)  **83%** | 1.6 | 1.0 |
| Maths | 100% (0%) | 85% (17%) | 67% (50%) | 92% (29%) | 48% (10%) | 82% (38%) **81%** | 0.6 | 1.7 |
| RWM | 100% (0%) | 83% (9%) | 67% (33%) | 84% (21%) | 43% (0%) | *64% (18%)*  ***70%*** |  |  |
| Other | GLD: 100% | GLD: 77% | Phonics:100% | Phonics:100% | GPS:  62% (29%) | GPS:  86% (59%) |  |  |

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| **Barriers to future attainment (for pupils eligible for PP)** | |
| **Academic barriers** *(issues to be addressed in school, such as poor oral language skills)* | |
|  | Inconsistent/poorer ‘Behaviours for learning’ (eg. concentration, attention, self-belief, confidence to participate, mind-set/risk-taking, independence, etc) results in the low (14) and middle (42) prior attainers, who are ‘disadvantaged’/in receipt of pupil premium, are less likely to achieve ARE (or above) Therefore % of disadvantaged pupils who achieve ARE+ at end of KS2 is lower than other pupils (in R,W &M) |
|  | Poorer inference/deduction skills, when reading, result in poorer scores in reading tests/assessments. |
|  | Poorer vocabulary knowledge and skills (ability to give/explain the meaning of words) has a detrimental impact upon all areas of RWM |
|  | Rec-Y1 Poor oral language skills, combined with poor retention and understanding of phonics = at Y1 less |
| **Additional barriers** *(including issues which also require action outside school, such as low attendance rates)* | |
|  | Attendance (2017-18=95%) lower than other pupils |
|  | Lack of parental support/access to quality learning environment at home (eg, homework, experiences, reading, ICT learning) |

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| **Desired outcomes** *(specific outcomes and how they will be measured)* | | **Success criteria** |
|  | Improved ‘behaviours for learning’ (that are applied consistently) | 100% of ‘disadvantaged’ low and middle prior attaining pupils make at least sufficient progress and are (back) on track |
|  | Improved inferential skills (through daily opportunities to use and develop) | % of ‘disadvantaged’ pupils achieving ARE+ in Reading, by the end of Jul’19 is in line with national comparators |
|  | Improved use, understanding and knowledge of age-appropriate vocabulary across the curriculum | % of ‘disadvantaged’ pupils achieving ARE+, by the end of KS2, in R,W and M increases |
|  | Improved oral language skills (through regular opportunities to practise and apply) | Access to high-quality daily phonics teaching and appropriate S&L intervention.  End of Y1 phonics: difference between ‘disadvantaged’ and ‘others’ is diminished |
|  | Improved attendance | Attendance is in line with national |
|  | Quality first teaching for all | % of ‘disadvantaged’ achieving ARE+, by the end of KS2, in R,W and M increases. |
|  | Maintain high number of Teaching Assistants and ensure high quality support and intervention | Difference between ‘disadvantaged’ and ‘others’ is diminished |
|  | Provide high quality resources to support and transform teaching and learning for all | Pupils complete ‘out of school’ learning tasks.  Pupils demonstrate high levels of engagement |
|  | Improved assessment and tracking | Misconceptions and gaps are addressed in a timely fashion. |

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| **1. Planned expenditure** | | **Academic year**: **2018-19** | | | **PPG leader: Colin Watson** | | |
| The three headings enable you to demonstrate how you 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 (and rationale)** | **Cost** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | | **Staff lead** | **When will you review implementation?** |
| Improved ‘behaviours for learning’ (that are applied consistently) | DHT 1:1 time and communication with targeted pupils and families to identify barriers, targets and actions (including resources, rewards and monitoring) | £5000 | *Pupil expectations are the most significant factor in pupils achievement (particularly, communicating high academic standards)* *‘Study skills’ have a significantly positive impact upon pupil achievement* *A weekly text message to parents has a positive impact. If this text includes next steps/ways to improve then this has the most impact.*  *Life at home (including access to books, etc) is one of the most significant factors in how well children achieve*  *More successful schools have strong social and emotional support strategies to help pupils in need of additional support, including working with their families.* | Regular monitoring: lessons, pupil discussions and book scrutiny  Report to HT about impact – termly data check | | DHT | Termly |
| Improved inferential skills (through daily opportunities to use and develop) | Subject leaders providing clarity of direction/approach, quality support, advice and guidance and clear policy and procedures  Whole class guided reading.  Whole school online reading comprehension programme  Introduce a personalised RAPID progress template for individual pupils. Meet regularly and track success | £2000  £500 | *The most successful schools ensure that pupils catch up with the basics of literacy and numeracy.*  *More successful schools have strong social and emotional support strategies to help pupils in need of Additional support,* | Regular monitoring: guided reading teaching and books  Termly test data analysed  RAPID templates completed and reviewed regularly | | SLT  Eng lead  Ass lead  HT | Termly |
| Improved use, understanding and knowledge of age-appropriate vocabulary across the curriculum | Word windows in each classroom  Vocab tests  Word of the week challenges | £400 | Visual prompts support learning and memory  *Frequent testing/checking aids memory retention and recall*  *Practise makes permanent* | Pupil discussions  Test results  No. of completed challenges – do pupils know the word | | SLT/  Eng lead Mid lead | Termly |
| Improved oral language skills (through regular opportunities to practise and apply) | Daily phonics teaching with TA support (Rec- Y2) | £28000 | *The most successful schools ensure that pupils catch up with the basics of literacy and numeracy.*  *Practise makes permanent* | Timetabled?  Regular monitoring: lessons and pupil discussions/hearing readers | | Eng Lead | Termly |
| Quality first teaching for all (by providing staff with targeted CPD, including more regular and specific feedback) | HT and subject leaders source targeted CPD for individual staff | £6000 | *More successful schools emphasise the importance of ‘quality teaching first’. Good teachers are especially important for pupils from disadvantaged backgrounds.*  Findings from previous monitoring; Recent external Reviews/reports | Monitoring calendar  CPD evaluations and post training expectations (work reflected in books, changes to practise in lesson observations etc)  Timetabled staff meetings  Changes to practise and impact on teaching and learning  Subject leader time  Appraisal system | | HT- SLT  Mid lead | Termly analysis  Regular drop ins and Work scrutinies  Re-checks |
| Maintain high numbers of Teaching Assistants, and ensure high quality support and intervention | Every class to have full time support | £47000  £3000 | *Where pupils are removed from their class and given intensive tuition, the most effective impact is through short, regular sessions, over a set period of time (5-10 weeks) and in a small group: ideally one-to-three.*  *‘The best leaders ensure that the work of additional adults is closely monitored and thoroughly evaluated’* | Regular meetings with teachers  Work scrutiny  PPM monitored termly | | TA lead |  |
| Provide high quality resources to support and transform teaching and learning for all | Modelling how to access/use online resources (spelling shed, phonics play, espresso, my maths, TT rockstars)  Provide access to engaging online resources  Provide access to computers for those pupils with limited/ no digital/online access at home (lunchtime computing suite; i-pads in lessons) | £2000  £350  £24000 | Limited/no online access reduces the opportunities for pupils to practise, consolidate and extend their learning  Digital learning motivates and engages pupils  Digital learning enables pupils to work at their own pace – targeting areas of need. | Termly Assessments (x tables, spellings)  Regular monitoring: lesson observations (use of i-pads); pupil discussions and evaluations | | Eng lead Mat and Com lead  HT/DHT |  |
| Improved assessment and tracking of pupils learning (to better meet pupils’ needs) | Electronic tracking system, so data analysis/tracking is highly efficient and effective | £1000 | ‘The most effective leaders track the progress of pupils meticulously and make sensible amendments to the support they provide’ | PPM | | Ass lead  PPG lead | Termly |
| **Total budgeted cost** | | | | | | | £129250 |

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| **II TARGETED SUPPORT** | | | | | | |
| **Desired outcome** | **Chosen action/ approach (and rationale)** |  | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Improved oral language skills (through regular opportunities to practise and apply) | Daily speech and language intervention (Rec-Y2) | £2200 | *‘More successful schools focus on providing targeted support for under-performing pupils during curriculum time.*  *Practise makes permanent* | Timetabled?  Regular monitoring: lessons and pupil discussions | English Leaders | Termly |
| Implement specific and targeted intervention programmes | Staff training in relation to specific interventions maths and reading  Eg Turnabout programme | £1200 | Specific interventions focussed on particular groups of children | Measure impact from starting point | SENCO | Termly |
| ‘Children looked after’ are provided with appropriate support, enabling equality of access. | Access to TA support | £2000 | Poor level of independent learning without adult/ peer support  Poor behaviours for learning’ when ‘unsupervised’ | Staff and pupil discussions  LAC Governor check and challenge termly visit | HT | Termly |
| **Total budgeted cost** | | | | | | £7000 |

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| **III OTHER** | | | | | | |
| **Desired outcome** | **Chosen action/ approach (and rationale)** |  | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Provide relevant, first hand, practical and real experiences (that will improve K & U and skills as well as engagement and motivation of pupils. | So all children have same opportunities | £100 x13  £1000 - Lledr | Some children do not experience the same things as others – we want everyone to have the same opportunity  Eg beach | Monitor levels of pupil interest and engagement and impact upon quality of written and oral responses | HT | Termly – HT report |
| Provide pupils with emotional support and strategies, in order that they are able to focus on learning. | Counsellor 2hrs a week | £1700 | *More successful schools have strong social and emotional support strategies to help pupils in need of Additional support, including working with their families* | Monitor behaviours for learning | SENCO |  |
| Improve attendance | Attendance rewards | £600 | *More successful schools set up rapid response systems to address poor attendance* | Weekly and termly attendance checks | DHT | Termly |
| **Total budgeted cost** | | | | | | £4000 |

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| **Date** | **Governors’ Check and Challenge** |
| 10.10.18 | Agreed to use the term ‘eligible for pupil premium’ rather than ‘disadvantaged’, as this latter has negative and restricting connotations.  Added colour coding to progress data to make it clearer to read/understand.  Discussed Eggs intervention- it has been trialled successfully with a small number of pupils: should it be made available to just pupils who are legible for PP or available to all? Agreed to ‘access for all’ as this would benefit everybody’s reading.  Discussed the rationale for the actions chosen, and agreed that these well evidenced-based.  Looked at baseline data for 2018-19 and identified the processes and actions to ensure weaknesses are addressed. |

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| **2. Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to support the sections above.  *Research Sources:*  *Nfer research (Nov 2015) ‘What are the most effective ways to support disadvantaged pupils’ achievement’*  *Dfe ‘Supporting the attainment of disadvantaged pupils (Nov 2015): nfer research*  *Ofsted ‘The pupil premium: an update’ (jul’14)*  *Prof. Steve Higgins*  *Dimitra Kokotsaki*  *Prof. Robert Coe*  *Prof. John Hattie*  *Ron Berger*  *Phil Badham*  *Rob Carpenter*  *NCETM*  *Jay Altman*  *Swindon Academy*  *Bjork learning and forgetting lab*  *Third Space learning (Clare Sealey, Joe Kirby)*  *Rowan Pearson*  *Inspire Partnership*  *DfE : Marking and Policy Review Group; NC*  *EEF (Education Endowment Foundation)*  *Jodie Lopez*  *Nejm*  *Jonathan Firth*  *Additional Sources:*  *To Sir, with Love – E.B. Braithwaite Talent is Overrated – G.Colvin The Talent Code – D.Coyle Mindset – C.S.Dweck Outliers – M. Gladwell*  *The Lombardi Rules – V.Lombardi Bounce – M.Syed Global Challenge – H.Walters et al*  *Genetic articles - New statesman; Online articles* |