



Pupil premium strategy statement: Lawn Primary School 2017-18

1. Summary information					
School	Lawn Primary School				
Academic Year	2017/18	Total PP budget	£68,640,00	Date of most recent PP Review	n/a
Total number of pupils	426	Number of pupils eligible for PP	53	Date for next internal review of this strategy	Jan 2018
2. Current attainment					
		<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national average)</i>	
% achieving ARE in reading, writing and maths		92%		67%	
% achieving ARE in reading		92%		77%	
% achieving ARE in writing		100%		81%	
% achieving ARE in maths		92%		80%	
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)					
A.	Pupils have personal social and emotional barriers which inhibits their readiness to learn when coming into school.				
B.	It has been identified that PP children are falling marginally behind their peers in and therefore a gap is highlighted				
C.	All pupils need to be dressed according to the school uniform regulations				
D.	Pupils need to be able to engage in residential and school trips in order to participate fully in academic work that precedes or follows				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
E.	New parents may not be aware of the PP funding and what they are entitled too.				
4. Desired outcomes					

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children receive the support within school and also develop personal skills to overcome on personal barriers. Children will also become more aware of how to keep themselves mentally healthy. Research and training will be used to enable staff to help children overcome emotional barriers to learning.	Children will have received support by the Learning Mentor and will have also gained a bank of skills to be able them to have a Growth Mindset for learning. Children will be able to discuss how to keep themselves mentally healthy as well as physically. Staff will have attended training and will be able to put into practise theories and strategies that will help our more vulnerable children access learning at a greater depth.
B.	Narrow the gap between PP and non PP nationally in all year groups	The gap between PP and NPP Nationally will narrow so that 90% of PP are working at ARE by the end of the academic year 2018. Assessed termly by SLT and Class Teachers via various assessment methods including formal and informal. There will be a higher percentage of PP children achieving greater depth by the end of 2018.
C.	All children to have access to school uniform.	All children in school will be wearing the correct uniform regardless of financial income.
D.	All children to take part and participate on school trips and other trips that extend their personal experiences	Children will join the class on school trips as financial implications will be eradicated due to PP funding. Children will share the same experiences as their peers and partake in academic work surrounding the trips. Additional trips will be sought so as to enhance life experiences and provide opportunities for PP children to build resilience and self-esteem.
E.	Increased opportunities for parents/carers to apply for PP	All pupils who are eligible will receive the PP funding as soon as possible. A greater number of FS2 and KS1 parents will complete the necessary forms to enable PP funding.

5. 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?
<p>A. Emotional, social and mental support for all.</p>	<p>The Learning Mentor uses a large amount of her time working with children (and families) who require this support. The LM will receive on-going training to develop her role further and expand her expertise in this field. Attachment Training for the whole school through Kate Cairns. Use the methods given on training to compile evidence study that PP children make emotional and social progress. Certain staff to attend training to ensure they have a deeper understanding of the children they are working with.</p> <p>Teacher chosen to be Growth Mindset leader within school.</p> <p>Apply to be part of any City/ National projects that support the desired outcome.</p>	<p>Evidence and research suggest that children who are not resilient, display negative behaviours, have low self-esteem and possibly suffered some form of trauma or abuse will commonly have an attachment disorder. The environment within which they learn and the relationships that are established within school are paramount. As a result we need to ensure that we are an attachment aware school so any mental, social and emotional barriers are removed so all children are able to access learning effectively and therefore make progress. This will include training for the WHOLE staff and other training days focused on key members who work with particular children within school.</p> <p>The Learning Mentor is a key member of staff within school and easily accessible to children and parents. The Learning Mentor has been trained year on year and is equipped to deal with a multitude of barriers that some of our children face both emotionally and socially.</p> <p>All of our children need to develop a Growth Mindset in order to succeed and challenge themselves. This can only be possible when staff and children are trained on how to do this.</p> <p>A Growth Mindset leader is needed within school so as we are all clear on the process and vision of how we can get our children to succeed.</p>	<p>Attachment training attended by all staff at Inset.</p> <p>Follow up attachment staff meetings and insets to ensure that we are constantly having this as a focus to break down barriers and support children.</p> <p>Apply for projects that become available – carry out these projects if successful – keep records of applications.</p> <p>Time given for staff meetings on Growth Mindset.</p> <p>Meetings for parents on Lawn’s way of implementing Growth Mindset.</p>	<p>Deputy Head</p> <p>Learning Mentor</p> <p>Growth Mindset Facilitator</p> <p>Head Teacher</p>	<p>February 2018</p>

B. Narrow the gap between PP and NPP nationally in all year groups. To ensure that PP children are attaining greater depth or reaching exceeding.	Those children who are not on track to make ARE will receive interventions from a qualified teacher and also receive 1:1 and small group tuition 3 times a week.	We want to ensure that the gap doesn't widen between PP and NPP nationally and therefore feel a fully qualified teacher is best placed to intervene to ensure any children who appear to making slow progress have the opportunity to work in small concentrated groups. The EFF Toolkit states that small group work with qualified staff is shown to be highly effective.	Timetabled schedule for Deputy Head to work with certain PP children to ensure they are accessing 1:1 support to reach ARE or Exceed. Records kept of sessions completed. HLTA'S hand in planning weekly Meetings with HLTA's termly Observations of the provision provided by PP Lead and PP Governor	Deputy Head HLTA's	November 2017 January 2018 March 2018 June 2018
C. All children to have access to school uniform	At the beginning of the school year all children receive a tie and jumper/cardigan	We expect our children to all be wearing the correct uniform and therefore feel we need to provide this opportunity or those families who receive PP. It enables the children to come into school feeling the same as everyone else and give a higher sense of belonging.	All children will be wearing the correct uniform. PP parents are advised at the end of the Summer Term that this is available to them.	School Business Manager Deputy Head	June 2018
D. All children to take part in school and residential trips including those extra to PP children alone.	All children will experience and be able to attend school and residential trips with their peers. Other residential or trips made available in order to improve resilience and self-esteem along with team building and cooperation skills.	Residential and school trips ensure we are developing the whole child and providing them with opportunities they may not have at home. Financial circumstances should not be a barrier to these experiences. The learning surrounding the school trips is valuable and is an important part in the curriculum.	All children will take part on school trips and not feel excluded. PP parents are to be made aware that this funding is available to them prior to school trips being arranged. PP Lead to find and organise additional trips for PP children that will enhance their life experiences. Questionnaire completed before and after the trip to see the effect it had.	School Business Manager Deputy Head	March 2017
Total budgeted cost					£49,450

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?
Emotional, social and mental well-being is of high priority for school and the child	Through discussions with all major stakeholders children are identified from a range of needs. This could be safeguarding, behaviour or emotional needs that are displayed at school or home. The use of attachment strategies will be researched by the Head and Learning Mentor as part of their training. Deputy Head will identify and implement strategies and research that has been used to identify those who need support in gaining a healthy mental attitude.	'There is a growing mental health crisis in our schools, an estimated three children in every classroom have a diagnosable mental health problem, rising to one in four when we include emotional distress.' Young Minds 2017. It has been widely researched that children experience a range of social and emotional difficulties which can manifest themselves in a variety of ways. These may include becoming isolated, displaying challenging behaviour, anxiety, low self-esteem, disengagement from learning and an inability to challenge themselves through fear of failure. Other children may have disorders such as attachment. All of the above create barriers to learning and therefore create risk to successful learning.	Deputy will present to Governors the intended plan for addressing mental health within school, this will be alongside the promotion of mental health as well as identifying and removing mental health barriers. Staff Meetings, SLT Meetings Head and Learning Mentor will complete their in school task – this will include staff meetings, insets and discussions with Governors and SLT. Regular meetings between the HT, DHT and LM to ensure all children are identified when areas of concern arise. The training of staff will ensure that any emotional needs are identified on CPOMS not just safeguarding and behaviour incidents.	Head Deputy Learning Mentor	January 2018
B. PP children to receive targeted intervention support to enable them to achieve exceeding progress/greater depth or reach ARE by the end of the academic year.	Experienced HLTA's to teach 3 groups each 3 times a week after school. Deputy Head to provide 1:1, small group and classroom support to PP children throughout school.	As identified by the Sutton Trust and the EFF children can make substantially more progress when working within small groups with experienced teachers. Studies suggest (EFF Toolkit) that small group tuition enables the teacher/HLTA to focus exclusively on a small numbers of learners and therefore their needs are targeted more effectively.	Attendance registers are collected Planning for the sessions is monitored, observed and HLTA's are given feedback. Invitations are sent out to parents eligible for PP funding for their child to receive and attend additional tuition after school.	HLTA's Deputy Head	March 2018
Total budgeted cost					£16,400

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?
E. Make more parents aware of PP funding particularly FS2 and KS1	At the beginning of the year all parents receive the appropriate paperwork to enable school to process their eligibility for PP funding. This will happen again at the end of the first term with an incentive to fill in the paperwork. This may take the form of Shopping Vouchers, Books for their child, Bowling/Climbing family voucher. The letter will also advise parents of support for completing the forms.	Parental engagement is crucial within school and if parents are aware of how we can help their child/family through PP it will in turn help to support the child in school. Some parents have the misconception that they are applying for FSM and as FS2 and KS1 are currently entitled to Universal FSM we feel that parents may not be filling in the form. The incentive to 'win' something that is beneficial to their family may make more parents complete the necessary paperwork.	Letters and forms sent out on designated times throughout the year and this is in the calendar. Newsletters, Texts, Social Media and Class Dojo will be used to remind parents to fill in the form and what they may win if they are part of the raffle. Deputy Head will liaise with the SBM to monitor how many more applications (successful and unsuccessful) we receive compared to previous years.	Deputy Head School Business Manager	January 2018
Total budgeted cost					£200

6. Review of expenditure				
Previous Academic Year				
i. 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
Emotional, social and mental support for all.	The Learning Mentor to use large amount of her time working with children and families who require this support. Growth mindset to be introduced into school to promote resilience and self-regulating strategies when faced with certain situation. Staff training will be given and resources provided.	<p>The Learning Mentor has proven highly successful when working with our more vulnerable children especially as we have seen an increase in our PP children needing extra support emotionally. Those children receiving support for emotional or behavioural reasons are showing greater signs of being ready to learn - as reported by class teachers. E mails and Class Dojo messages suggest parents are grateful and in need of the support the LM and school provide.</p> <p>Growth mindset along with school values continue to permeate through of school life, particularly when facing challenges within lessons. Each class has their own Growth Mindset display. Staff meetings were held to introduce GM and ways in which it would be implemented within school. The language being used around school and in lessons has shown that children have a greater understanding of Growth Mindset and what this means.</p>	<p>This academic year has shown that the work undertaken by the Learning Mentor is increasing as we become more aware of varying emotional, social and mental needs of our children within school. Further training is needed in all these areas to enable us to understand the complexities of the emotional barriers our children face before they can engage in meaningful learning and therefore challenge and progress in line or above their peers.</p> <p>The Learning Mentor will therefore continue her work alongside other research methods being put in place by the Head and the Deputy surrounding attachment and mental health.</p> <p>Growth Mindset continues to be of high importance as it is linked to the above. The Growth Mindset Lead is to be more firmly established and will work in conjunction with HT, DHT and LM to ensure all our children possess a positive mindset to challenges they face in and out of school.</p> <p>A parents meeting would be beneficial this academic year to ensure greater parental engagement and therefore the ideas are carried on out of school.</p>	£15,600
Narrow the gap between PP and NPP nationally in all year groups in maths	Those children who are not on track to make ARE will receive interventions from a qualified teacher.	<p>The gap between PP and NPP continues to narrow however the percentage of children achieving exceeding progress is still not in line with national.</p> <p>Sessions were missed due to external factors within and out of school.</p>	<p>A thorough timetable has been implemented to ensure coverage of PP interventions is possible. This timetable will be reviewed after termly assessments have taken place. This will inform which children need interventions to reach ARE and challenge to achieve greater depth/exceeding progress. SPAG, Writing, Reading along with maths is a priority.</p>	£23,000

Learning Mentor to be fully trained and able to support and enhance the emotional, social and mental well-being of the most vulnerable/PP children within school.	Learning Mentor to attend training to enhance the role and be fully equipped to support children effectively.	The Learning Mentor is now fully trained and is successfully meeting the needs of our most vulnerable children. The Learning Mentor has also been able to support teachers by equipping them with strategies that will support PP/vulnerable children within class. The children that have had this targeted focus have made progress and have furthered their own ability to cope and engage in learning on a day to day basis.	The Learning Mentor is an essential commodity for our PP/vulnerable children and will continue into the next academic year.	£600
HLTA's to run an after school provision three times a week for PP children	Comet Club was used to provide the opportunity for PP children to access being with other children of varied age ranges to increase their social skills.	After a significant review it was felt by the PP lead and the HT that Comet Club was no longer providing the children with their immediate needs. As a fully inclusive school and since the introduction of the Learning Mentor, Growth Mindset, Values throughout school and how Lawn works with the child at the centre we felt it more beneficial to move to small group and 1:1 tuition.	Tuition will now take place instead of Comet Club 3 times a week by both HLTA's within school. These sessions will take place on the same three nights as Comet Club ran. Parents will be offered the opportunity for their child to attend a session of tuition and with discussions with the class teacher the parents will be informed of the work that will be covered. Regular meetings with the HLTA's will take place to ensure they are being sufficiently supported in order to provide high impact.	£14,600

ii. 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
All children to have the correct uniform for school	Opportunity for PP families to have a free tie and jumper/cardigan	This was met and all eligible families that came forward received uniform entitlement.	This target will continue however we feel parents need to be more aware that this is available to them should they fill out the correct paperwork and become eligible for PP funding.	£1,500
All children to be able to access school trips and residential	PP funding to facilitate this.	All children who were eligible for PP funding were able to participate on the trips and residential.	This will continue and as above we feel it needs to be made aware to those parents who receive PP that this is available. We have also learnt that PP specific trips/residential are beneficial and will be sought throughout the academic year.	£6,300

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Additional money has been spent on Art and Drama Therapy for individual needs of certain children.

Our full strategy document can be found online at: www.aschool.sch.uk