



Pupil premium strategy statement: Lawn Primary School 2016-2017

1. Summary information					
School	Lawn Primary School				
Academic Year	2016/17	Total PP budget	£70,260.00	Date of most recent PP Review	n/a
Total number of pupils	410	Number of pupils eligible for PP	50	Date for next internal review of this strategy	Jan 2017
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		57%		60%	
% achieving ARE in reading		71%		71%	
% achieving ARE in writing		86%		79%	
% achieving ARE in maths		100%		75%	
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 have received support by the Learning Mentor and will have also gained a bank of skills to be enable them to have a Growth Mindset for learning.
B.	Narrow the gap between PP and non PP nationally in all year groups	The gap between PP and Non PP pupils in.....will narrow so that 90% of PP are working at ARE by the end of the academic year 2017. Assessed termly by SLT and half termly by class teachers via maths assessment procedures and via moderation within school.
C.	All children to have access to school uniform.	All children will in school will be wearing the correct uniform regardless of financial income.
D.	All children to take part and participate on school trips	Children will join the class on school trips as financial implications will be eradicated du to PP funding. Children will share the same experiences as their peers and partake in academic work surrounding the trips.
E.	Increased opportunities for parents/carers to apply for PP	All pupils who are eligible receive the PP funding as soon as possible.

5. 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?
A. Emotional, social and mental support for all.	The Learning Mentor use 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. Growth Mindset introduced into school to promote resilience and self-regulating strategies when faced with certain situations. Staff training will be given and resources provided.	We want to ensure that all our children are coming into school with a healthy mindset and ready to learn. Many different evidence sources hypothesise that a child cannot learn fully and engage in school life if they are emotionally engaged elsewhere. Having Growth Mindset would ensure that all children are resilient to challenge and have the ability to approach school life with confidence and enthusiasm.	<p>Growth Mindset is set out in the school calendar for training.</p> <p>A teacher has already been assigned to focus on this project with the Learning Mentor and Deputy Head.</p> <p>Resources will be purchased in order to help staff implement it correctly and effectively.</p> <p>Learning Mentor keeps detailed records of who she has worked with and this is fed back weekly to the HT and DHT.</p>	<p>Deputy Head</p> <p>Learning Mentor</p> <p>Growth Mindset Facilitator</p>	February 2017
B. 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.	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.	<p>Regular meetings between the intervention teacher and the class teacher to discuss needs and progress</p> <p>Pupil Progress meetings held termly and will focus on the intervention children.</p> <p>Observations, drop ins, reflection and feedback.</p>	Deputy Head	June 2017

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 2017
D. All children to take part in school and residential trips.	All children will experience and be able to attend school and residential trips with their peers	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.	School Business Manager Deputy Head	March 2017
Total budgeted cost					£37,437.00
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	Children identified for E,S and M support by the Learning Mentor in conjunction with parents	Some children need more targeted support in order to access the learning more effectively.	Timetable organised accordingly to ensure all vulnerable children are seen. Feedback to class teachers and SLT	Learning Mentor	June 2017

B. PP children to receive opportunities to engage with other children and expand their social skills with children of mixed ages	3 times a week after school provision is provided on school site for PP children.	The club provides PP children with an extra curricular club three times a week. This ensures they have the opportunity to learn socially through play and enrich the learning that has happened within school. The children have the opportunity to engage in physical activity and learn creatively with their peers. The club is run by two HLTA's who have a secure knowledge of the children and can ensure the good practise in school is continued after school.	Attendance registers are collected Planning for the sessions is monitored, observations and feedback. Invitations are sent out to parents termly to invite those PP children who parents may not be aware it is available.	HLTA's Deputy Head	March 2017
Total budgeted cost					£33,423.00
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	Parent leaflets sent out. Advice given to new starters throughout the year. Buy into system whereby we are able to ascertain the eligibility for PP through the school registration form.	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. We will be able to contact the parents directly and make them aware of the extra support they will be able to receive from school not just FSM.	Leaflets, newsletters, posters and the school website. Regular parent feedback	Deputy Head	March 2017
Total budgeted cost					£0.00

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
Improved behaviour for learning from a specific cohort and increased self-esteem for PP children	Commando Joe initiative. Employed one day a week to work with PP children in the morning and KS2 class in the afternoon.	For the time that Commando Joe was with us the children showed increased self-esteem and this was reflected in their academic progress and participation within class. CJ finished shortly before Easter as the instructor left and they were unable to find us a replacement. There was definite improvements from a specific cohort with regards to behaviour and a reduction in red/yellow cards.	We realised that children benefit highly from targeted approaches on their self-esteem and resilience and therefore felt a structured approach in the following academic year that took this into consideration would be justified. Behaviour strategies have been learnt by class teachers from Commando Joe and will continue to form part of class behaviour management.	£11,100.00
PP children to make equal or more progress to their NPP peers.	Intervention sessions to be lead within school by an experienced teacher	The PP who were targeted in this group were predominantly Year 6 and made significant progress to be in line with their peers.	We have decided that having a fully qualified teacher leading interventions has a large impact on children and their attainment. Therefore this will continue. We have learnt that a strict timetable needs to be in place and regularly evaluating which children should be part of this intervention is vital.	£24,775.00
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 also to timetable support for PP/vulnerable children to improve social, emotional and mental well-being	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.	£9,345.00

HLTA's to run an after school provision three times a week for PP children	The continuation of Comet Club will provide PP children with the opportunity to engage with other children and have experiences such as cooking, playing with others and physical activity.	There is a still a high amount of children attending Comet Club and feedback from the parents suggests that it is a welcomed use of PP funding. The HLTA's are now ensuring that they are planning more thoroughly for the sessions and evaluating the impact.	This is a valuable use of PP money and is used by a significant amount of PP children. This year will also see there being a high monitoring of the provision to ensure it is meeting all the needs of the children and we are offering a club that is suitable for all. This will be done through observations and increased child/parental feedback.	£13,226.00
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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 will be continued but we feel it needs promoting more in the Summer term.	£1620.00
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.	£5500.00
Children to have access to a wider variety of up to date books	A contribution from the PP funding will go towards new reading books	New reading books were purchased for the school and a love of reading has been promoted, this has led to a new library system for FS/KS1/KS2 which all children are able to access. This has meant that those children who possibly do not have access to good quality texts at home will have opportunity at school to take them home to share with parents/carers.	This has been an invaluable expense for all and within a few year PP funding will be used again to replace and replenish books within school.	£5000.00

7. 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