

Pupil premium strategy statement: Lawn Primary School 2018-2019

Pupil Premium Lead: Donna Hallam (Deputy Head)

Pupil Premium Link Governor: Susan Bejar

1. Summary information					
School	Lawn Primary School, Allestree, Derby				
Academic Year	2018/19	Total PP budget	£57,020	Date of most recent PP Review	SSIO visit for PP review September 2018
Total number of pupils	436	Number of pupils currently eligible for PP	41	Date for next internal review of this strategy	January 2019

2a) Current attainment for Year 6 PP children (11 children) for the academic year 2017/2018		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving Expected Standard in reading, writing and maths	100%	70%
% achieving Expected Standard in reading	100%	80%
% achieving Expected Standard in writing	100%	83%
% achieving Expected Standard in mathematics	100%	81%
% achieving Greater Depth in reading	70%	33%
% achieving Greater Depth in writing	20%	24%
% achieving Greater Depth in mathematics	30%	28%
% achieving Greater Depth in reading, writing and maths combined (reference within actions)	0%	12%
Progress score in reading	4.1	+0.3
Progress score in writing	0.5	+0.2
Progress score in mathematics	1.9	+0.3
2b) Current attainment for Year 2 PP children (4 children) for the academic year 2017-2018		

% achieving expected standard or above in reading	50%	79%
% achieving expected standard or above in writing	50%	74%
% achieving expected standard or above in mathematics	50%	80%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers	
A.	Pupils being 'ready to learn' in class (pupils are in a secure place mentally/emotionally)
B.	Gaps in prior knowledge means they cannot make connections with there ARE (age related expectations) objectives, therefore this will create a barrier to achieve expected, greater depth or exceeding progress.
C.	Poor learning skills e.g. organisation, commitment, resilience shows a lack of growth mindset therefore they are less likely to challenge themselves and have high aspirations for themselves and their academic abilities.
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	
E.	Consistent attendance and punctuality to ensure they are not missing valuable learning and thus falling behind their non PP peers.
F.	Access to resources, such as books, libraries, life experiences (especially cultural) will provide the children with extended vocabulary and understanding of the world around them
G.	Low aspirations about what can be achieved and how to be successful – limited access to positive role models and therefor the children are unaware of the possibilities their futures can hold which leads to a mindset that education is not important.
H.	Lack of regular routines including home reading, handing in letters, water bottles and correct equipment in school (eg PE kit) this will create gaps in learning within school and also have an impact on the self-esteem when comparing self to other children from more advantaged backgrounds.
I.	Parental engagement with school and perceptions of education. Priority needs to be placed on learning and achievement so that school and home are sending the same message to the child and therefore creating a positive perception of education and why it is important to the future life of the child.

3. Desired outcomes

	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	Pupils' can access learning in class because their physiological, safety, belongingness and esteem needs are met.	Pupils are ready to learn in class without the need for intervention. The number of interventions to ensure PP pupils are ready to learn and access the classroom environment 100% of the time is reduced to only 2% of all PP children by the end of the academic year.
B.	Gaps are identified and targeted teaching/interventions are used to teach to gaps and thus meaning that PP children are in line or achieving greater academic outcomes compared to non PP by the end of the academic year.	A higher % than 2017-2018 of PP children will make expected progress or above and a higher % of PP FS2 children will achieve Early Learning Goals (ELG)

C,G & I	PP children to have raised aspirations surrounding their future and their ability to challenge themselves and become resilient to mistakes and difficulties. Parents will become increasingly involved with school life and support positive messages surrounding education and its importance.	PP children will demonstrate the ability within class to challenge themselves and put themselves in positions where they may fail but be resilient to this. PP children will be able to discuss the importance of education and demonstrate how they are showing this to be true. Parents who have previously been disengaged will have been part of the school life during the academic year.
D.	Pupils are exposed to a wide range of social/cultural and sporting experiences including school trips and residential.	All PP children will have the opportunity to attend a class or whole school trip that benefits their education, cultural experiences and social understanding of the world. In year 4 and 6 all PP children will be able to access residential visits that promote values where by the child becomes increasingly resilient and socially aware.
E.	Disadvantaged pupils' attendance and punctuality to improve to above the national average.	Disadvantaged pupils' attendance to be 97% or above which is above national average. The percentage of late marks for PP children will be in line with non PP within school.
F.	All PP children to be able to access quality texts within and out of school. To understand the importance of the library and its benefits now and in the future. Parents to support and engage with reading at home. Pupils read regularly and have access to high quality texts within whole class reading and English lessons	Through questionnaire pre and post strategy there is an increase in the positive thinking of reading both from parents and children. All PP children can name several books they have at home and have read or had read to them. Reading records collated. Pupils to achieve (or exceed) expected levels in reading and make (or exceed) expected progress
H.	All PP children come into school with the correct equipment for the day, planners to be signed, reading at home to be frequent - at least 3 times a week, water bottles supplied daily, PE kit to be complete and in school on time.	All PP children are able to say what they need for school each day and are able to explain their routine in a morning and in an evening in order to be coming into school ready to learn.

4. Planned expenditure					
Academic year	2018-2019				
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
To use CPD to ensure all opportunities to narrow academic gaps are addressed.	<p>STEM lead to create coaching opportunities for teachers on concepts that they feel less confident in (Teachers and TA's) STEM lead to create questionnaire to children and staff to ascertain gaps in maths.</p> <p>Upskill the current NQT by providing in house coaching/time for lesson observations/discussions with SLT on assessment/SEND/Behaviour and Pupil Premium.</p> <p>EYFS Lead to attend Early Excellence training to ensure that EYFS provision is current and providing the best opportunities for PP children. EYFS lead to disseminate and coach EYFS and Year 1 with skills and approaches learnt.</p> <p>EYFS/Y1 and Y2/3 Phase Leaders to use knowledge and skills to create smooth transition for PP children from Y1 into Y2 and Y2 to Y3.</p> <p>EYFS lead and Year 1 staff to create questionnaire to new parents after half a term to identify strengths and weaknesses of transition from EYFS to Year 1 – this will inform planning for the next academic year. Use of Early Excellence training will further support decisions.</p>	<p>July 2016 DfE Standard for Teachers Professional Development states that: Professional development must be prioritised by school leadership.</p> <p>2008, The National Foundation for Educational Research &TDA, found that, 'a culture of mentoring and coaching will, over time, have an impact on young people and their learning</p>	<p>All foci are part of the RAP/School Development Plan</p> <p>Feedback will be gained from staff in the form of a self-evaluation form after receiving coaching.</p> <p>Feedback from NQT to mentor on how well she has been upskilled and given opportunities to learn from excellent practise within school. Ensure time is allocated for middle leaders to provide coaching opportunities.</p> <p>Staff meeting times set during Summer 1 to plan for transition.</p>	<p>Deputy Head</p> <p>STEM lead</p> <p>NQT Mentor</p> <p>EYFS phase leader</p> <p>EYFS/Y1 and Y2/Y3 phase leaders.</p>	<p>Termly – meet with the STEM lead to discuss actions and the needs within school. Meet with the EYFS lead to ascertain how practise has changed and gain feedback from EYFS and Year 1 staff on the impact of these changes.</p> <p>September 2019 a review of the changes for transition will be evaluated – questionnaire by stakeholders sent out at the end of September 2019.</p>

PP children to receive personal feedback in order to understand strengths and misconceptions.	Teachers to use an allocated time during the week to give verbal feedback on strengths and misconceptions.	Feedback is one of the most powerful influences on learning and achievement. (John Hattie, visible learning 2014) The EEF suggests that the provision of high-quality feedback can lead to an average of eight additional months' progress over the course of a year.	This will be monitored within class and during interventions through discussion with children regarding feedback. This will be set on the timetable each week.	All teachers	Half termly by interviewing identified children. Find out strengths and weaknesses of the method and adjust accordingly.
---	--	--	--	--------------	---

Approximate Total budgeted cost. £4,500

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
For identified pupils to have their basic needs met at the beginning of the day to ensure they are ready physically, mentally and emotionally to learn.	Attendance at the before school club 'Treehouse' is offered to identified families. Analyse data and circumstances and offer the provision to identified children and families. Personal conversations will take place in order for this provision to be provided and have maximum impact on attendance, punctuality and readiness to learn.	The EEF found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months progress per year. Breakfast clubs have also been shown to improve punctuality and attendance.	Attendance will be monitored from the Treehouse Manager and the School Office Staff. Half termly reports to be given to the DH in order to analyse a trend of attendance/punctuality and at the end of the term, academic progress. Reflections from class teachers on the attitudes and readiness to learn from the identified children to be kept on file as evidence and impact for future	Deputy Head Tree House Manager Office Admin	Termly

	<p>Learning Mentor to work closely with the children and families who need their mental and emotional well being needs met before they can engage in learning and make progress in all areas of school life. The Learning mentor will liaise with outside agencies and families to provide the best support possible.</p>	<p>To build relationships with children/families. To provide and locate external support where needed for the child or family. To liaise with relevant services in order to have maximum impact for the family.</p> <p>Research (and common sense) tells us that families and parents are critical to pupils' attainment. Feinstein and Symons (1999) found that parental interest in their child's education was the single greatest predictor of age 16 achievement.</p>	<p>All actions of the Learning Mentor is kept confidentially on CPOMs, this enables all SLT members and relevant staff members to have a clear and concise knowledge of all vulnerable children within school and therefore provide support where and when needed promptly.</p> <p>There will be fewer children needing supporting on coming into school, again data will be collected from CPOMS.</p>	<p>Deputy Head</p> <p>Learning Mentor</p>	<p>Daily and weekly discussions with the Learning Mentor and CPOMs.</p> <p>Termly analysis of children needing to have emotional and mental support before going into class.</p>
<p>For identified gaps in learning to be addressed promptly in order to create a higher percentage of PP children achieving expected (or exceeding) progress in reading, writing, maths and SPAG. This is to include combined reading, writing and maths at expected and greater depth.</p>	<p>Varied interventions (according to need) to be provided throughout the week during the school day.</p> <p>Assessment for learning on a daily basis will provide the class teacher to identify those at risk of making little or slow progress and therefore interventions, small group work can be put in place rapidly to ensure gaps in knowledge are addressed.</p> <p>Deputy Head and teachers to liaise frequently regarding the academic needs of the PP children.</p> <p>Groups that are taken out will be rotated on a half term basis in order to cover all PP children by the end of the academic year regardless of their starting point.</p> <p>Assessment lead to provide DH with a termly report on combined outcomes for reading, writing and maths.</p>	<p>Gaps identified by class teachers. Highly qualified teachers to provide small group intervention work based on need, academic progress and attainment.</p> <p>Meta-analysis of research by John Hattie breaks down quality of teaching into:</p> <ul style="list-style-type: none"> • Pupils having clear goals/objectives <p>Teachers providing pupils with modelling/scaffolding/appropriate steps help them achieve at a quicker pace than those not provided with the opportunity.</p>	<p>Progress of children will be checked half termly after intervention period. Formative progress checked every term after formal assessment. Progress also discussed during Pupil Progress meetings.</p> <p>Deputy Head teacher to provide feedback forms to teachers to enable them to move children on further in between sessions.</p>	<p>Deputy Head</p> <p>Head Teacher</p> <p>All class teachers</p> <p>Assessment Lead.</p>	<p>Daily – liaising with teachers and Deputy Head.</p> <p>Termly – analysis of academic attainment and progression</p> <p>Half termly – teachers informed of identified children for the following half term so they have time to share information to support learning.</p>

<p>Identify any additional barriers to learning from PP children in order for teachers to plan accordingly</p>	<p>Teachers to complete questionnaires with PP children at the beginning of the year to identify barriers to their learning. Questions will focus on likes and dislikes within school, what they are interested in out of school, family dynamics (gained from school system), reading interests, future aspirations and any other information that will help create a full picture of the child.</p>	<p>Teachers will spend time 1:1 with the PP children who are in their class. Completing the questionnaire will help the teacher identify feelings and thoughts on school and subjects that the child is interested in. From this, teachers can plan accordingly to draw on strengths and use this to narrow any gaps and also to support with emotional needs.</p>	<p>Time allocated at the beginning of the academic year during assembly time for teachers to complete questionnaire. PP lead will collate and support teachers in meeting the children's needs. Adjust the PP Strategy as needed. PP lead will use this information when conducting PP meetings after assessment.</p>	<p>Deputy Head Class Teacher</p>	<p>Review after completion and again at the end of the academic year in order to make any improvements for the following year.</p>
<p>PP children to access tuition out of school hours in order to support the learning within school and embed the foundations of Maths and English.</p>	<p>Small groups of PP children to attend after school tuition by experienced HLTA's three times a week.</p> <p>After school tuition will primarily focus on fluency in maths, handwriting, language and reading. All of the afore mentioned will be pitched at a challenging level in order for PP children to have a higher chance of achieving exceeding progress and/or greater depth.</p>	<p>EEF 2018 Evidence shows that small group tuition is effective.</p> <p>Groups are to be kept small but the opportunity sent out to all throughout the academic year. 'Once the group size increases above six or seven there is a noticeable reduction in effectiveness'.</p> <p>Some studies suggest that greater feedback from the teacher, the more sustained engagement in smaller groups. This is why liaising with the teacher and regarding prior knowledge is imperative.</p>	<p>Progress of children will be checked half termly.</p> <p>Planning handed into Deputy Head.</p> <p>Observations completed by members of the SLT to ensure high quality provision is provided.</p> <p>HLTA's provide half termly reports to teachers on the progress of the children and keep evidence files. HLTA's to also provide written feedback for class teachers to share at</p>	<p>Deputy Head</p>	<p>Half termly meetings with HLTA's and Deputy regarding progress.</p>
<p>Approximate Total Budgeted Cost</p>					<p>£42,100</p>

iii. Enrichment activities					
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
For children to access a range of social/cultural/sporting experiences, visits and activities in order for them to develop personally, mentally and emotionally.	Children will partake in mixed age group sessions throughout the year with a range of foci to develop personal, health, social and citizenship themes. Activities will be sought after discussion with PP children from all classes with regards to interests and current experiences. Gaps will be identified and sessions identified.	<p>Children benefit from working with others and being introduced to a variety of experiences.</p> <p>Children will be exposed to visits and trips they may not otherwise be able to access due to financial restraint or time.</p> <p>Children will gain a sense of the wider world and what opportunities they have to them in the future.</p>	<p>Each session monitored and gain feedback from children and parents.</p> <p>Sessions timetabled into the school calendar.</p> <p>All sessions have a theme that is pertinent to the children and these are not repeated.</p>	<p>Deputy Head</p> <p>PSHE lead Learning Mentor</p>	Termly to identify which themes have been addressed and, from other areas identify through actions in the strategy, which areas still need to be covered.
	Children will take part in educational visits/residentials that provide experience and knowledge.	Children's horizons will be broadened, and they will learn more about culture, geography and history. Within some of these experiences they will increase their resilience and growth mindset towards new challenges and experiences.	A review of the programme of trips and attendance to be undertaken by the lead staff member. This will include the views of parents, staff and children.	<p>Deputy Head</p> <p>Residential leader</p>	After each residential.
<p>For children entitled to the PP+ funding, music lessons will be made available after discussion with parents/guardians.</p> <p>(PP+ are those children who are adopted, looked after or who fall within a Special Guardianship, residence or a child arrangement order)</p>	To fund participation of PP+ children to take part in peripatetic lessons with a focus on guitar, voice, guitar, drums, keyboard and violin.	<p>Increased opportunities for children to participate in music.</p> <p>Music lessons has been found to improve concentration, self-confidence and self-esteem through participation in music</p> <p>Learning to sing or play a musical instrument can help disadvantaged children improve their reading skills, US research suggests:</p> <p><i>'After a year of music lessons, the reading scores of nine and 10-year-olds held steady compared to a dip</i></p>	<p>Set dates and times for PP+ children to attend lessons (during school hours if this is preferable to parents/carers).</p> <p>Agreed evaluation from the music provider on the progress of the child.</p>	<p>Music Lead</p> <p>Deputy Head</p> <p>Learning Mentor</p>	<p>Every half term the register will be checked to ensure that all sessions have been attended and provided to the children.</p> <p>At the end of the year the music sessions will be evaluated by collating feedback from various stakeholders.</p>

		<i>seen in those who were not taught any music'.</i>			
Approximate Total budgeted cost					£7,000

iv. 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
The progress of the PP children is monitored effectively, and gaps identified early in order to be addressed effectively	PP lead will hold individual meetings with teachers after each assessment period. Teachers and those conducting interventions will be held to account for progress. Discussions will be based around targeted methods used, strengths and areas for development of the PP children and expectations for the next terms progress. The PP lead will then meet with the Headteacher and PP Governor to discuss the progress of all PP children within school and identify actions needed and any amendments needed to the PP strategy.	<p>The PP lead will be aware of progress being made for all PP children and work with the class teacher to address any children making slow progress.</p> <p>The Head teacher will then also have an in-depth knowledge of all PP children and their barriers to learning and how they are being addressed in order for all children to be making at least expected progress and reaching ARE+</p> <p>Early identification of needs will enable PP children to make progress quicker.</p>	The meetings will be put into the school calendar and cover arranged. Teachers and TA's will be aware of the meetings with ample notice.	Deputy head Headteacher PP Governor (Susan Bejar)	<p>After each PP meeting.</p> <p>January 2019 April 2019 July 2019</p> <p>September 2020 (to discuss where the children are now and what they will need) January 2020...</p>
For disadvantaged children to have frequent access to new books and library experiences.	<p>All PP children to be given a book from the school book fair – price to be decided on at the event after consideration of books available.</p> <p>Groups of PP children to be taken to the local library or central town library to loan a book and experience the use of libraries before every half term. Children will return to the library to change their book. Parents will be invited to join the visit. Parents will be invited to encourage interaction with school and show to the children the importance parents also place on reading.</p>	<p>Research summaries in America (David M.Quinn and Morgan Polikoff) found that 'disadvantaged' pupils tended to read less and 'advantaged' pupils more in the school holidays. As a result of this, disadvantaged pupils' reading scores dip lower than their 'advantaged' peers after a holiday. This creates further ground for disadvantaged children to make up in their learning time. The study also found that both groups made broadly the same progress within school, so this additional holiday input creates</p>	<p>Sessions booked into the library at the beginning of the year and groups of children identified to be taken.</p> <p>Feedback gained from parents/carers after the visit.</p>	Deputy Head and Learning Mentor	<p>This will be reviewed after the book fair to ascertain which books the PP children chose – this will provide additional evidence for the range of books PP children are choosing.</p> <p>At the end of the academic year a questionnaire will be provided to all PP children and their parents/carers to find</p>

		<p>an accumulated benefit for 'advantaged' children over time.</p> <p>Inviting parents to the library will also give them chance to share story time with their child and also time for themselves to demonstrate the importance of reading to their child by loaning books for themselves. The visits will take place using public transport.</p>			<p>views and the value of the visits.</p> <p>Impact will be taken into consideration when analysing reading results.</p>
<p>For Lawn to continue to follow the principles of being an attachment aware school to enable different children to have different needs met.</p>	<p>To continue to be an attachment and trauma informed school through training and resources which will be provided by our qualified attachment leaders.</p>	<p>The overarching aim of introducing attachment theory to the school environment, is to encourage a greater appreciation of the emotional needs of children and young people, which are understood in terms of relationship. The aim is for school staff members, and the school itself, to become a secure base, in order that the potential for children's learning and development is maximised.</p> <p>Bergin and Bergin (2009) conclude that there are two main ways in which the principles of attachment theory can be applied in schools. First, to the teacher-pupil relationship and, second, to the functioning of the school as a whole.</p>	<p>Scheduled into staff meeting and inset days.</p> <p>Record kept of staff attending.</p> <p>Non-teaching staff to be held account by yearly targets on attachment.</p> <p>Observations of practise.</p> <p>Follow up discussion on strengths and further improvement needs to continue moving forward.</p>	<p>Headteacher and Learning Mentor</p>	<p>After each session/inset day.</p> <p>At the end of the academic year to review further training needs.</p> <p>When new children present themselves with attachment needs within school.</p>
<p>All children to wear the correct uniform consistently throughout the year.</p>	<p>For school to provide all children, on request, with one logoed school jumper or cardigan and a school tie.</p>	<p>All children will be able to adhere to the school dress code without exception. This will give a sense of belonging and feeling equal to their peers.</p>	<p>All parents to be made aware of this availability at the end and beginning of the year or as they join the school.</p> <p>Termly uniform check of PP children – teachers to report any uniform issues in order for them to be addressed with</p>	<p>School Business Manager</p>	<p>At the end of the academic year analysis will show the percentage of PP families taking up the offer and the strategy will be adjusted accordingly to strengths and weaknesses.</p>

			parents as soon as possible. A register will be kept of those parents who have taken up the offer.		
Identified children to access attachment interventions according to their emotional, social mental and attachment needs.	Interventions for those with attachment needs such as art therapy, Lego therapy and drama Through questionnaires and behaviour analysis children will be identified. PP progress meetings will also identify behaviours for learning alongside academic attainment. Discussion with parents of PP children will also take place to gain consent and discuss the benefits of such therapies.	An example of one intervention is Play therapy, a method of meeting and responding to the mental health needs of children and is extensively acknowledged by experts as an effective and suitable intervention in dealing with children's brain development. It is generally employed with children aged 3 through 11 and provides a way for them to express their experiences and feelings through a natural, self-guided, self-healing process.	Sessions booked and on school calendar for the academic year. Feedback – where available will be gained after each session. Attendance registers will be kept.	Headteacher/ Deputy Head/SENCO/ Learning Mentor	A review of this chosen approach will take place throughout the year and impact will be discussed with all stakeholders, again, throughout the year where appropriate.
Approximate Total budgeted cost					£9,200

5. Review of expenditure

Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Emotional, social and mental support for all	<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.</p> <p>Use the methods given on training to compile evidence study that PP children make emotional and social progress.</p> <p>Identified key staff to attend further 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>The Learning Mentor and Head Teacher successfully qualified as Attachment Leads and therefore we have become an attachment aware school as from July 2018.</p> <p>The whole school attended attachment training through Kate Cairns – this included all groups of staff as all come into contact with the children and therefore can have an impact. Practise within school has also shown that staff are more aware that 1 in 4 children (at least) have attachment needs. This has been demonstrated through behaviour reports recorded on CPOMS and the actions that follow. 100% of the staff in school at the time of training were able to attend – this included sit and kitchen staff.</p> <p>6 members of staff have also attended further attachment training to build on existing knowledge these staff have now put strategies into practise for PP (attachment needs) child/ren in their class or who they support.</p> <p>At Lawn we now have five agreed principles to follow in our everyday practise that relates to the research found on attachment and behaviour of the adult towards a child– these have also been built into certain groups of staffs’ appraisal targets to embed understanding further and to ensure good practise continues.</p> <p>The language of growth mindset is now common place at Lawn and this can be evidenced through lesson observations, weekly awards given for showing growth mindset and conversation with children. Through feedback from staff, more children are willing to attempt tasks that they would have previously avoided therefore this enables them to progress quicker.</p> <p>We also joined the Derbyshire Mindfulness project and completed this in September 2018 with certification. Teachers are aware of how to practise mindfulness with their classes and themselves. This strategy is regularly used with children who find it difficult to self-regulate. This strategy was used with a cohort of children who found it hard to self-regulate. There was a reduction of 35% of red cards issued (school behaviour system) in the final term when mindfulness was being practised in the afternoons.</p>	<p>Attachment needs to remain a focus within school.</p> <p>Regular training is to be fed through school.</p> <p>If we can have more attachment leads within school this would be beneficial. Headteacher to seek opportunities for other members of staff to take part in the accreditation.</p> <p>Joining projects and research based strategies can be beneficial to the children within school.</p> <p>The Learning Mentor is invaluable to our disadvantaged children and this needs to continue.</p> <p>Growth mindset needs to be consistently embedded throughout school.</p> <p>We need to ensure that new members of staff have the opportunity to be trained in being ‘attachment aware’ as soon as possible after joining Lawn – this is to ensure that we are all staff are following the same principles in order to support our children emotionally, socially and mentally.</p>	Approximately £6500

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
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.	<p>Experienced HLTA's to teach 3 groups each 3 times a week after school.</p> <p>Deputy Head to provide 1:1, small group and classroom support to PP children throughout school.</p>	<p>All children who signed up for the extra tuition showed regular attendance of above 97% and were able to access post or pre - learning for lessons in class.</p> <p>Deputy Head was able to work with targeted children in and out of the classroom.</p> <p>100% of Year 6 children who were part of the targeted intervention groups achieved ARE or more in all areas.</p> <p>83% of the children who attended tuition from Year 1 to Year 5 achieved ARE or above at the end of the academic year.</p> <p>There is a 100% uptake of the children who participated in tuition for 2017-18 for this academic year for this next academic year.</p>	<p>HLTA's found that having this format of working was more beneficial to the children than previous methods. Relationships were built and as the HLTA's teach some classes they are able to understand the needs of the children better. This tuition needs to continue and needs to be promoted at the end of every term in order to allow other children to access the tuition.</p> <p>The PP intervention group timetable during the school day needs to be protected as much as possible in order for the intervention to take place this will ensure full impact on as many children as possible. Children change half termly in order to reach all PP children by the end of the academic year.</p>	Approximately £38,500
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
All children to have access to school uniform	At the beginning of the school year all children receive a tie and jumper/cardigan	<p>All those who requested a jumper/cardigan and tie received this at some point during the school year – according to their needs.</p> <p>All children within school wear the uniform with pride.</p> <p>92% of parents/carers accepted the offer of uniform and therefore their child was able to wear the correct uniform from the beginning of term.</p>	Although much of the research suggests that uniform has no impact on academic attainment or progress, at Lawn we feel that being inclusive, the sense of belonging and our uniform is important. The children feel proud of their uniform (chosen by School Council) and what it stands for at our school.	Approximately £1850

<p>All children to take part in school and residential trips including those extra to PP children alone</p>	<p>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.</p>	<p>All disadvantaged children accessed their school trips and residential. From these trips the children were able to take part in post trip lessons, they were able to experience opportunities they may well have not otherwise been able to access. The experiences they encountered also led to them being able to write creatively and discuss their experiences with others.</p> <p>100% of children were able to take part in residential and school trips – this enabled them to engage with their peers prior and post trip. The children were able to take part in opportunities they may well have never been exposed to such as raft building, abseiling and trust exercises. The opportunities given on the residential meant the children needed to trust and co-operate with others in order to succeed. All trips that were accessed in all year groups contained educational content that linked to learning in school or built on values and personal growth.</p>	<p>This needs to continue as every year we have a 100% of PP children able to access school visits/residential. With the cost of school trips rising it becomes even more important to support our disadvantaged groups to access high quality experiences with their peers.</p>	<p>Approximately £5,700</p>
<p>Make more parents aware of PP funding particularly FS2 and KS1</p>	<p>At the beginning of the year all parents receive the appropriate paperwork to enable school to process their eligibility for PP funding.</p> <p>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.</p>	<p>All parents received the relevant paper work at the beginning of the year but again the amount of paperwork returned was minimal despite the incentive of vouchers.</p> <p>The impact of this chosen approach wasn't as successful as hoped and we still reverted to sending out reminders throughout the year and contacting parents when we realise circumstances have changed for them personally.</p>	<p>There needs to be constant reminders within the school newsletter and at meetings that funding is available to support PP children and that it is not just entitlement to FSM. We need to be more explicit with our approach and entitlement.</p> <p>As new people start, the School Office will provide parent/carer with a FSM form and request that it is filled in at the same time explaining what they will be entitled too. This means that all staff need to be aware of the strategy in order to promote the benefits.</p> <p>In the newsletter, the entitlement criteria needs to be written to avoid jargon that may be misread or not understood by many thus putting parents/carers off filling in the form.</p> <p>Dep Head to be informed of any changes to circumstances of family situations via CPOMs from teachers or by admin staff when changes of address/contact details or PR is made evident.</p>	<p>Approximately £400</p>

6. Additional detail

Additional money has been used for the Deputy Head to attend the Anna Freud DFE Peer Mentor Project and enable the training of Year 5 children within school to provide additional support at playtimes and lunchtimes to the more vulnerable children to encourage positive play, communication and provide a source of further support. Peer Mentors will continue into the next academic year and practise built upon. The cost was approximately £1500

Implemented and successfully achieved the award for Outstandingly Happy School by Andy Cope. Year 4 children took part in 6 weeks of training in 'The Art of Being Brilliant' with Andy Cope. The children took ownership and led the school to the inspection for the award. Happiness Ambassadors have been put in place within school to promote resilience and positive behaviour, this also linked to Growth Mindset. 60% of the Happiness Ambassadors are PP children.

Additional money was used for LAC child for horse riding lessons weekly £2000 this was to develop core motor skills which impacted on handwriting, physically development and confidence. This money and action was approved by the virtual school.

PSG training for reading was also adopted after school data was showing reading to be a priority. Staff attended training and this was then implemented throughout the whole school. The strategy has shown a positive impact on attainment and progress within reading. The cost for training and supply – approximately £3000

Through the Derby Opportunity funding money we have received we have sourced a qualified art therapist to work with PP children after school for an hour a week. Evaluations are handed to the PP lead weekly to ensure impact.

Written by Donna Hallam (Deputy Head/Pupil Premium Lead)

Approved by Head Teacher (S.Allison) and PP Governor (Susan Bejar)

October 2018