

Review of Pupil Premium Strategy 2017 - 2018: Laurel Avenue Community Primary School

| 1. Summary information | | | | | |
|-------------------------------|--|---|---------------------------------|-----------------------|-----------|
| School | Laurel Avenue Community Primary School | | | | |
| Academic Year | 2017/18 | Total PP budget | £59,660 | Date of Review | July 2018 |
| Total number of pupils | 88 | Number of pupils eligible for PP | 38 + 3 LAC + 3 SG = 44 (50%) | | |

School: 50% National: 25.2%

School Deprivation Indicator: 0.42 National Deprivation Indicator: 0.21

Please note, as we have relatively small year group sizes

- ◆ each child is worth a significant percentage of their cohort
- ◆ in particular year groups, a FSM bar may reflect a very small number of pupils in comparison to the NFSM bar making it very difficult to make meaningful comparisons

| | Reception 14 pupils | Year 1 13 pupils | Year 2 15 pupils | Year 3 10 pupils | Year 4 16 pupils | Year 5 13 pupils | Year 6 7 pupils |
|------------------------------|--|---------------------|---------------------|---------------------|---------------------|---------------------|--------------------|
| Free School Meals | 4: 29% | 7: 54% | 3: 20% | 8: 80% | 11: 69% | 7: 54% | 3: 43% |
| | <i>Each Free School Meal Pupil worth</i> | | | | | | |
| | 25% | 14% | 33% | 13% | 9% | 14% | 33% |
| Non Free School Meals | 10: 71% | 6: 46% | 12: 20% | 2: 20% | 5: 31% | 6: 46% | 4: 57% |
| | <i>Each Non Free School Meal Pupil worth</i> | | | | | | |
| | 10% | 17% | 8% | 50% | 20% | 17% | 25% |

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

In-school barriers

- | | |
|----|---|
| A. | <i>Basic Literacy skills/ oral language skills – on entry to Nursery/Reception are lower for pupils eligible for PP than for other pupils. This slows writing progress in subsequent years and writing is the barrier to GLD.</i> |
| B. | <i>Basic Literacy skills/ oral language skills impact on writing across school particularly for pupils eligible for PP.</i> |
| C. | <i>Special Educational Needs including ASD, ADHD, Learning Difficulties and other health related issues.</i> |
| D. | <i>Behaviour issues for a small group of pupils (mostly eligible for PP) are having detrimental effect on their academic progress.</i> |

External barriers (issues which also require action outside school, such as low attendance rates)

- | | |
|----|---|
| E. | <i>Safeguarding concerns. Unsettled family arrangements leading to social and emotional difficulties which affect their learning.</i> |
| F. | <i>Attendance of a small number of PP eligible pupils; attendance needs to be consistently tracked and interventions in place to maintain school's achievements broadly in line with national/slightly above.</i> |

3. Desired outcomes

| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
|----|--|---|
| A. | <i>Improve basic Literacy skills/oral language skills for pupils eligible for PP in Reception class to impact positively on writing and so GLD.</i> | <i>Pupils eligible for PP in Reception class make rapid progress by the end of the year so that meet age related expectations particularly in writing</i> |
| B. | <i>Improve basic Literacy Skills/ Oral language skills for pupils KS1 and 2 to impact on writing across school</i> | <i>Pupils eligible for PP in KS1 & 2 make rapid progress by the end of the year to meet age related expectations particularly in writing, or close the gap further before end of Key Stage</i> |
| C. | <i>Staff further equipped to enhance progress of pupils with Special Educational Needs including ASD, ADHD, Learning Difficulties and other health related issues. 20 of 27 pupils on SEND Register eligible for PP – 74%</i> | <i>Pupils with SEND eligible for PP across school will make progress so that meet age related expectations particularly in writing, or close the gap further before end of Key Stage</i> |
| D. | <i>Behavioural issues of small group of pupils across school are addressed.</i> | <i>Fewer behaviour incidents recorded for these pupils on the school system impacting positively on progress and attitudes</i> |
| E. | <i>Safeguarding concerns addressed effectively to ensure pupils' needs are met. Support given to families - social and emotional issues. 63% of PP pupils are vulnerable in terms of social services involvement, TAFs, SEND, PSA.</i> | <i>Addressing of safeguarding concerns and support for families will lead to more emotionally and behaviourally settles PP pupils, having their basic needs met, concentrating more and making progress</i> |
| F. | <i>Increased attendance rates for pupils eligible for PP and to maintain current good attendance which needs constant intervention to stay good.</i> | <i>Ensure number of persistent absentees reduces from 8.5% to 0. Overall PP attendance improves from 95.7% to over 96% in line with nat 'other' pupils.</i> |

Pupil Premium Data

We use Chris Quigley’s Depth of Learning index to assess children. Pupil Progress meetings are held three times per year. Each child is discussed individually and assessments made on progress and attainment in Reading, Writing and Maths. The following figures show the percentage of certain groups in each cohort who are attaining national curriculum expectations (at the end of Year 2, Year 4 and Year 6) or who are on the way to so doing (at the end of Year 1, Year 3 and Year 5).

Attendance

| | 2016 | | | | 2017 | | | | 2018 | | | |
|-------------------|-----------|------|--------|-------|-----------|------|--------|-------|-----------|---------------|--------|---------------|
| | Absence % | | PA 15% | | Absence % | | PA 10% | | Absence % | | PA 10% | |
| | School | Nat | School | Nat | School | Nat | School | Nat | School | Nat (2017) | School | Nat (2017) |
| <i>FSM</i> | 4.8% | 5.2% | 14.0% | 15.1% | 4.3% | 7.3% | 8.5% | 12.8% | 4.4% | 7.3% | 4.8% | 12.8% |
| <i>All</i> | 3.3% | 3.9% | 9.6% | 8.8% | 3.7% | 4.7% | 6.4% | 8.3% | 3.6% | 4.7% | 3.3% | 8.3% |

2017 – 2018

For the fourth year, FSM pupils’ level of absence remains below national. FSM level of absence reduced in 2015 – 2017 from previous years, staying largely the same in 2018.

Persistent absentee rate has dropped again to well below national FSM in 2017.

Early Years

Percentage of pupils achieving GLD

| | 2016 | | | 2017 | | | 2018 | | |
|--------------------------|---------------|---------------|-----------------|---------------|---------------|-----------------|---------------|---------------|-----------------|
| | <i>Cohort</i> | <i>School</i> | <i>National</i> | <i>Cohort</i> | <i>School</i> | <i>National</i> | <i>Cohort</i> | <i>School</i> | <i>National</i> |
| All Pupils | 13 | 46% | 68% | 12 | 42% | 70.7% | 13 | 62% | |
| <i>Disadvantaged</i> | 4 | 50% | 54% | 7 | 43% | | 3 | 67% | |
| <i>Non Disadvantaged</i> | 9 | 44% | 72% | 5 | 40% | | 10 | 60% | |
| <i>Difference</i> | | +6 | | | +3% | | | +7% | |

Reception (2018) proportions reaching ARE compared to those meeting ARE on entry

| | | <i>Proportion at ARE on entry</i> | <i>Proportion at ARE at the end of Reception</i> |
|----------------|----------------------|-----------------------------------|--|
| Reading | <i>All</i> | 43% | 69% |
| | <i>Disadvantaged</i> | 67% | 100% |
| | <i>Other</i> | 40% | 60% |
| | <i>Difference</i> | 0% | +40% |

| | | <i>Proportion at ARE on entry</i> | <i>Proportion at ARE at the end of Reception</i> |
|----------------|----------------------|-----------------------------------|--|
| Writing | <i>All</i> | 43% | 69% |
| | <i>Disadvantaged</i> | 67% | 67% |
| | <i>Other</i> | 40% | 60% |
| | <i>Difference</i> | 0% | +7% |

| | | <i>Proportion at ARE on entry</i> | <i>Proportion at ARE at the end of Reception</i> |
|--------------|----------------------|-----------------------------------|--|
| Maths | <i>All</i> | 64% | 69% |
| | <i>Disadvantaged</i> | 100% | 100% |
| | <i>Other</i> | 60% | 60% |
| | <i>Difference</i> | 0% | +40% |

FSM pupils achieving GLD 67%, which is above school non FSM at 60%.

Reading and Writing:
67% FSM pupils were at ARE on entry to Reception. 100% ARE end of Reception. 33% FSM converted from ARE to exceeding in reading.

Maths:
100% FSM pupils were at ARE on entry to Reception. 100% ARE end of Reception. 33% FSM converted from ARE to exceeding in maths.

FSM pupils achieved above in reading, writing and maths. Only 3 in FSM group and no SEND.

1 FMS pupil to receive intervention for writing to ensure at ARE by end of Year 2.

Key Stage 1

Phonics screening Year 1

| | 2016 | | 2017 | | 2018 | |
|------------|----------|------------|----------|------------|----------|------------|
| | % school | % National | % school | % National | % school | % National |
| All pupils | 67% | 81% | 69% | 81% | 50% | 81% (2017) |
| FSM | 67% | 70% | 50% | | 44% | |
| Non FSM | 67% | 83% | 78% | | 57% | |
| Difference | 0% | -13% | -28% | | -13% | |

% not met standard by end of Year 2

| | 2016 | 2017 | 2018 |
|---------|------|--------------|------|
| FSM | 0% | 50% (1 of 2) | 0% |
| Non FSM | 0% | 0% | 8% |

Percentage of pupils attaining ARE at the End of Key Stage 1

Reading

| | 2016 | | | 2017 | | | 2018 | | |
|-------------------|-----------------------|-----------------------|--------------|---------------------|---------------------|--------------|----------------------|---------------------|--------------|
| | School | National | Diff | School | National | Diff | School | National (2017) | Diff |
| Disadvantaged | Exp: 67% GD: 25% | Exp: 60% GD: 13% | +7% +12% | Exp: 50% GD: 0% | Exp: 63% GD: 14% | -13% -14% | Exp: 75% GD: 0% | Exp: 63% GD: 14% | +12% -14% |
| Not Disadvantaged | Exp: 50% GD: 50% | Exp: 77% GD: 27% | -27% -23% | Exp: 0% GD: 0% | Exp: 79% GD: 28% | -79% -28% | Exp: 67% GD: 17% | Exp: 79% GD: 28% | -12% +11% |
| Difference | Exp: +17% GD: +25% | Exp: -16% GD: -14% | | Exp: +50% GD: 0% | | | Exp: +8% GD: -17% | | |

Writing

| | 2016 | | | 2017 | | | 2018 | | |
|-------------------|---------------------|---------------------|--------------|---------------------|---------------------|--------------|--------------------|---------------------|--------------|
| | School | National | Diff | School | National | Diff | School | National (2017) | Diff |
| Disadvantaged | Exp: 67% GD: 0% | Exp: 53% GD: 7% | +14% -7% | Exp: 38% GD: 0% | Exp: 54% GD: 8% | -16% -8% | Exp: 50% GD: 0% | Exp: 54% GD: 8% | -4% -8% |
| Not Disadvantaged | Exp: 50% GD: 0% | Exp: 70% GD: 15% | -20% -15% | Exp: 0% GD: 0% | Exp: 72% GD: 18% | -72% -18% | Exp: 50% GD: 0% | Exp: 72% GD: 18% | -22% -18% |
| Difference | Exp: +17% GD: 0% | | | Exp: +38% GD: 0% | | | Exp: 0% GD: 0% | | |

% FSM pupils achieving phonics standard is below national FSM level for whole group.

9 FSM pupils in cohort.

3 joined Spring Term 2018.

6 FSM who attended Laurel Avenue from Nursery – 67% passed even though only 33% had achieved GLD.

33% SEND did not achieve Phonics Standard.

Maximum possible number of FSM pupils who could pass phonics test did – those who didn't have SEND.

Year 2 resit – 100% passed retest (1 of 1)

Mathematics

| | 2016 | | | 2017 | | | 2018 | | |
|-------------------|-----------------------|---------------------|--------------|---------------------|---------------------|--------------|-----------------------|---------------------|--------------|
| | School | National | Diff | School | National | Diff | School | National (2017) | Diff |
| Disadvantaged | Exp: 67% GD: 25% | Exp: 60% GD: 10% | +7% +15% | Exp: 50% GD: 25% | Exp: 63% GD: 11% | -13% +14% | Exp: 25% GD: 0% | Exp: 63% GD: 11% | -38% -11% |
| Not Disadvantaged | Exp: 50% GD: 50% | Exp: 77% GD: 20% | -27% +30% | Exp: 0% GD: 0% | Exp: 78% GD: 23% | -78% -23% | Exp: 83% GD: 25% | Exp: 78% GD: 23% | +5% +2% |
| Difference | Exp: +17% GD: -25% | | | Exp: +50% GD: 0% | | | Exp: -58% GD: -25% | | |

Year 2 (2018) proportions reaching ARE from entry

Data used for end of Reception and end of Year 2 has been taken from the same group of pupils so a direct comparison can be made, giving an exact picture of how funding impacted on proportions reaching Age Related Expectations.

| | | Proportion at or above ARE at the end of Reception | | Proportion at or above ARE on exit at the end of Year 2 | |
|---------|---------------|--|-----|---|-----|
| Reading | All | 50% | | 69% | |
| | Disadvantaged | 4 | 50% | 4 | 75% |
| | Other | 12 | 50% | 12 | 67% |
| | Difference | +0% | | +25% | |

| | | Proportion at or above ARE at the end of Reception | | Proportion at or above ARE on exit at the end of Year 2 | |
|---------|---------------|--|-----|---|-----|
| Writing | All | 44% | | 50% | |
| | Disadvantaged | 4 | 50% | 4 | 50% |
| | Other | 12 | 42% | 12 | 50% |
| | Difference | +8% | | +0% | |

Year 2 FSM

Difficult to make comparisons between FSM and NFSM groups as only 4 pupils in FSM group to 12 is NFSM.

25% increase in number of pupils at age related expectation by end of KS1 from end of Reception in reading.

Writing attainment stayed the same although more close analysis of attainment shows that the 2 pupils working below ARE are working more closely towards ARE; the one pupil who did not achieve Phonics standard end of Y1 passed end of Y2.

1 FSM pupil did not convert expected FSP outcome to expected level end of KS1. This was only missed by a small amount – scaled score of 98. Intervention planned to ensure rapid progress in lower KS2.

| | | <i>Proportion at or above ARE at the end of Reception</i> | | <i>Proportion at or above ARE on exit at the end of Year 2</i> | |
|--------------|----------------------|---|-----|--|-----|
| Maths | <i>All</i> | 44% | | 69% | |
| | <i>Disadvantaged</i> | 4 | 50% | 4 | 25% |
| | <i>Other</i> | 12 | 42% | 12 | 83% |
| | <i>Difference</i> | +8% | | -58% | |

Key Stage 2

Percentage of pupils attaining Age Related Expectations at the end of Key Stage 2

It should be noted that as different data sets are used there can be no direct comparisons made between year groups. This section allows for a general picture of how funding may be impacting on proportions reaching Age Related Expectations.

| | 2016 | | | 2017 | | | 2018 | | |
|--------------------------|-------------------------|-----------------|------|-------------------------|-----------------|------|-------------------------|-------------------------|------|
| | Maths, R & W | | | Maths, R & W | | | Maths, R & W | | |
| | <i>School</i> | <i>National</i> | | <i>School</i> | <i>National</i> | | <i>School</i> | <i>National</i> 2017 | |
| <i>Disadvantaged</i> | 50% | 39% | +11% | 71% | 47% | +24% | 0% | 47% | -47% |
| <i>Not Disadvantaged</i> | 100% | 59% | +41% | 67% | 67% | 0% | 100% | 67% | +33% |
| <i>Difference</i> | -50% | | | +4% | | | -100% | | |

Percentage of pupils exceeding Age Related Expectations at the end of Key Stage 2

It should be noted that as different data sets are used there can be no direct comparisons made between year groups. This section allows for a general picture of how funding may be impacting on proportions exceeding Age Related Expectations.

| | 2016 | | | 2017 | | | 2018 | | |
|--------------------------|-------------------------|-----------------|------|-------------------------|-----------------|------|-------------------------|-------------------------|------|
| | Maths, R & W | | | Maths, R & W | | | Maths, R & W | | |
| | <i>School</i> | <i>National</i> | | <i>School</i> | <i>National</i> | | <i>School</i> | <i>National</i> 2017 | |
| <i>Disadvantaged</i> | 20% | 2% | +18% | 0% | 4% | -4% | 0% | 4% | -4% |
| <i>Not Disadvantaged</i> | 0% | 7% | -7% | 0% | 11% | -11% | 0% | 11% | -11% |
| <i>Difference</i> | +20% | | | 0% | | | 0% | | |

Year 6 (2017) proportions reaching Year 2 Reception and end of Year 6 has been taken from the same group of pupils so a direct comparison can be made, giving an exact picture of how funding impacted on proportions reaching Age Related Expectations.

As there were only 6 in the cohort we hold records within school.

Reading Whole School Picture 2017

| | | Proportion at ARE at the end of Reception | | Proportion at ARE on exit at the end of Year 1 | | Proportion at ARE on exit at the end of Year 2 | | Proportion at ARE on exit at the end of Year 3 | | Proportion at ARE on exit at the end of Year 4 | | Proportion at ARE on exit at the end of Year 5 | | Proportion at ARE on exit at the end of Year 6 | | Whole school average | |
|---------|---------------|---|-----|--|-----|--|-----|--|-----|--|-----|--|-----|--|-----|----------------------|------|
| Reading | All | 58% | | 46% | | 44% | | 56% | | 54% | | 29% | | 69% | | 53% | |
| | Disadvantaged | 7 (57%) | 57% | 2 (50%) | 50% | 8 (63%) | 50% | 8 (25%) | 63% | 7 (43%) | 71% | 4 (75%) | 25% | 5 (50%) | 60% | 41 (49%) | 56%* |
| | Other | 5 (20%) | 60% | 11 (18%) | 64% | 1 (0%) | 0% | 8 (25%) | 50% | 6 (17%) | 33% | 3 (0%) | 33% | 8 (38%) | 75% | 42 (17%) | 55% |
| | Difference | -3% | | -14% | | +50% | | +13% | | +38% | | -8% | | -15% | | +1% | |

Reading Whole School Picture 2018

| | | Proportion at ARE at the end of Reception | | Proportion at ARE on exit at the end of Year 1 | | Proportion at ARE on exit at the end of Year 2 | | Proportion at ARE on exit at the end of Year 3 | | Proportion at ARE on exit at the end of Year 4 | | Proportion at ARE on exit at the end of Year 5 | | Proportion at ARE on exit at the end of Year 6 | | Whole school average | |
|---------|---------------|---|------|--|-----|--|-----|--|-----|--|-----|--|-----|--|------|----------------------|-----|
| Reading | All | 69% | | 47% | | 69% | | 40% | | 67% | | 83% | | 67% | | 63% | |
| | Disadvantaged | 3 (0%) | 100% | 7 (71%) | 43% | 4 (25%) | 75% | 7 (57%) | 57% | 11 (27%) | 73% | 7 (43%) | 83% | 3 (100%) | 33% | 42 | 69% |
| | Other | 10 (30%) | 60% | 8 (13%) | 50% | 12 (25%) | 67% | 3 (33%) | 0% | 4 (50%) | 50% | 5 (20%) | 83% | 3 (0%) | 100% | 45 | 58% |
| | Difference | +40% | | -7% | | +25% | | +57% | | +23% | | 0% | | -67% | | +11% | |

Writing Whole School Picture 2017

| | | Proportion at ARE at the end of Reception | | Proportion at ARE on exit at the end of Year 1 | | Proportion at ARE on exit at the end of Year 2 | | Proportion at ARE on exit at the end of Year 3 | | Proportion at ARE on exit at the end of Year 4 | | Proportion at ARE on exit at the end of Year 5 | | Proportion at ARE on exit at the end of Year 6 | | Whole school average | |
|----------------|---------------|---|-----|--|-----|--|-----|--|-----|--|-----|--|-----|--|-----|----------------------|------|
| Writing | All | 42% | | 38% | | 33% | | 63% | | 31% | | 29% | | 69% | | 46% | |
| | Disadvantaged | 7 (57%) | 43% | 2 (50%) | 50% | 8 (63%) | 38% | 8 (25%) | 75% | 7 (43%) | 29% | 4 (75%) | 25% | 5 (50%) | 60% | 41 (49%) | 46%* |
| | Other | 5 (20%) | 40% | 11 (18%) | 36% | 1 (0%) | 0% | 8 (25%) | 50% | 6 (17%) | 33% | 3 (0%) | 33% | 8 (38%) | 75% | 42 (17%) | 45% |
| | Difference | +3% | | +14% | | +38% | | +25% | | -4% | | -8% | | -15% | | +1% | |

Writing Whole School Picture 2018

| | | Proportion at ARE at the end of Reception | | Proportion at ARE on exit at the end of Year 1 | | Proportion at ARE on exit at the end of Year 2 | | Proportion at ARE on exit at the end of Year 3 | | Proportion at ARE on exit at the end of Year 4 | | Proportion at ARE on exit at the end of Year 5 | | Proportion at ARE on exit at the end of Year 6 | | Whole school average | |
|----------------|---------------|---|-----|--|-----|--|-----|--|-----|--|-----|--|-----|--|------|----------------------|-----|
| Writing | All | 69% | | 40% | | 50% | | 30% | | 67% | | 75% | | 50% | | 39% | |
| | Disadvantaged | 3 (0%) | 67% | 7 (71%) | 29% | 4 (25%) | 50% | 7 (57%) | 43% | 11 (27%) | 73% | 7 (43%) | 72% | 3 (100%) | 0% | 42 | 31% |
| | Other | 10 (30%) | 60% | 8 (13%) | 50% | 12 (25%) | 50% | 3 (33%) | 0% | 4 (50%) | 50% | 5 (20%) | 80% | 3 (0%) | 100% | 45 | 47% |
| | Difference | +7% | | -21% | | 0% | | +43% | | +23% | | -8% | | -100% | | -16% | |

Maths Whole School Picture 2017

| | | Proportion at ARE at the end of Reception | | Proportion at ARE on exit at the end of Year 1 | | Proportion at ARE on exit at the end of Year 2 | | Proportion at ARE on exit at the end of Year 3 | | Proportion at ARE on exit at the end of Year 4 | | Proportion at ARE on exit at the end of Year 5 | | Proportion at ARE on exit at the end of Year 6 | | Whole school average | |
|--------------|---------------|---|-----|--|-----|--|-----|--|-----|--|-----|--|-----|--|-----|----------------------|------|
| Maths | All | 58% | | 38% | | 44% | | 63% | | 54% | | 57% | | 77% | | 57% | |
| | Disadvantaged | 7 <i>(57%)</i> | 57% | 2 <i>(50%)</i> | 50% | 8 <i>(63%)</i> | 50% | 8 <i>(25%)</i> | 75% | 7 <i>(43%)</i> | 71% | 4 <i>(75%)</i> | 50% | 5 <i>(50%)</i> | 60% | 41 <i>(49%)</i> | 61%* |
| | Other | 5 <i>(20%)</i> | 60% | 11 <i>(18%)</i> | 36% | 1 <i>(0%)</i> | 0% | 8 <i>(25%)</i> | 50% | 6 <i>(17%)</i> | 33% | 3 <i>(0%)</i> | 33% | 8 <i>(38%)</i> | 88% | 42 <i>(17%)</i> | 50% |
| | Difference | -3% | | +14% | | +50% | | +25% | | +38% | | +17% | | -28% | | +11% | |

Maths Whole School Picture 2018

| | | Proportion at ARE at the end of Reception | | Proportion at ARE on exit at the end of Year 1 | | Proportion at ARE on exit at the end of Year 2 | | Proportion at ARE on exit at the end of Year 3 | | Proportion at ARE on exit at the end of Year 4 | | Proportion at ARE on exit at the end of Year 5 | | Proportion at ARE on exit at the end of Year 6 | | Whole school average | |
|--------------|---------------|---|------|--|-----|--|-----|--|-----|--|-----|--|------|--|------|----------------------|-----|
| Maths | All | 69% | | 53% | | 69% | | 50% | | 67% | | 92% | | 100% | | 69% | |
| | Disadvantaged | 3 <i>(0%)</i> | 100% | 7 <i>(71%)</i> | 29% | 4 <i>(25%)</i> | 25% | 7 <i>(57%)</i> | 57% | 11 <i>(27%)</i> | 73% | 7 <i>(43%)</i> | 100% | 3 <i>(100%)</i> | 100% | 42 | 69% |
| | Other | 10 <i>(30%)</i> | 60% | 8 <i>(13%)</i> | 75% | 12 <i>(25%)</i> | 83% | 3 <i>(33%)</i> | 33% | 4 <i>(50%)</i> | 50% | 5 <i>(20%)</i> | 80% | 3 <i>(0%)</i> | 100% | 45 | 69% |
| | Difference | +40% | | -46% | | -58% | | +24% | | +23% | | +20% | | 0% | | 0% | |

- 20 of the 32 pupils on SEND Register are eligible for PP – 63% of all SEND and 48% of all FSM pupils across school.
- In most year groups, disadvantaged pupils are achieving at a higher rate in age related expectations than non-disadvantaged.
- *Each cohort needs to be considered carefully as proportions of SEND can affect data – SEND is indicated in purple for each cohort group.*

| 4. 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? | Review |
| <p><i>A. Improve basic Literacy skills/oral language skills for pupils eligible for PP in Reception class to impact positively on writing and so GLD.</i></p> | <p><i>Contribution towards Reception Class Teacher, 5 mornings</i></p> <p><i>Employment of Reception Class Teacher to work with TA on dedicated Reception teaching.</i></p> <p><i>Smaller numbers in Nursery environment</i></p> <p><i>£10,000</i></p> <p><i>Staff training – speech and language/writing approaches with EDA in EYFS and Reception.</i></p> <p><i>EDA support for indoor and outdoor provision including child initiated play.</i></p> <p><i>All new staff, teaching and non-teaching, to receive enhanced training in</i></p> | <p><i>Sutton Trust Pupil Premium Research:</i></p> <p><i>EY Intervention +6 months</i></p> <p><i>Reduced Class Sizes + 3 months</i></p> <p><i>Historical success of this approach</i></p> <p><i>To meet needs of a mixed Reception/Year 1 Class with lower ability Year 1 pupil</i></p> <p><i>To meet the needs of large Reception cohort in their own classroom environment</i></p> <p><i>To raise attainment trends from Reception into Year 1</i></p> <p><i>To enhance rate of progress</i></p> <p><i>Disadvantaged pupils benefit from good quality programmes with strong educational components</i></p> <p><i>Sutton Trust Pupil Premium Research:</i></p> <p><i>Phonics +4 months</i></p> <p><i>Small Group Tuition + 4 months</i></p> <p><i>Feedback +8 months</i></p> | <p><i>SMT through pupil progress meetings, classroom observations</i></p> <p><i>Level of GLD</i></p> <p><i>Course selected using evidence of effectiveness.</i></p> <p><i>Use INSET days to deliver training.</i></p> <p><i>Peer observation of attendees' classes after the course, to embed learning (no assessment).</i></p> | <p><i>Intervention impacted positively on 100% FSM in reading and 67% (2 out of 3) of pupils in writing.</i></p> <p><i>Teacher supports FSM in Year 1/2 for RWInc allowing smaller, more focused group teaching. This has been particularly impactful with 4 new Y1 FSM pupils working significantly below ARE, helping to fill gaps and make as much progress as rapidly as possible, including S and L/motor skills and coordination.</i></p> <p><i>Has also allowed TA opportunity to work with individual pupils on speech and language interventions, working closely with speech therapist and parents.</i></p> <p><i>Impacted positively on these FSM pupils needing support with phonics – joined school during spring term with huge gaps and although did not achieve phonics standard, made good progress on scores during the few months attending Laurel Avenue, progressing towards achieving by end of Year 2.</i></p> <p><i>Training completed.</i></p> <p><i>RWInc Leader has worked with new staff and TAs to ensure higher level of continuity impacting on teaching standards across school.</i></p> |

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| | <p><i>teaching Read, Write, Inc. including extensive phonics training and Big Maths. To improve impact of Teaching Assistants, teachers to work developmentally with TAs – managing support effectively, lesson observations, monitoring progress rates</i></p> <p><i>£4,000 (shared with training in B as reported below)</i></p> <p><i>Learning Resources Maths, Literacy and SEND resources Towards new R W Inc updated resources Resources to provide support for pupils within lessons</i></p> <p><i>£3,370 (shared with training in B as reported below)</i></p> | <p><i>To ensure meeting higher demands of 2014 curriculum. Resources selected using evidence of effectiveness historically in school.</i></p> | <p><i>Whole school involvement with ensured continuity and progression across every year group, raising standards. Enhanced impact of TAs SMT through pupil progress meetings, classroom observations End of year results</i></p> <p><i>SMT through pupil progress meetings, classroom observations SENCO observations Coordinator monitoring End of year results</i></p> | <p><i>100% lesson observations of RWInc are at least good and show consistency of delivery. Updated resources purchased ensuring all teaching meets demands of curriculum and all pupils are working with resources at an accurate standard for their level, ensuring maximum progress. Professional development time spent on accurate assessment of groups to ensure resources are used to maximum impact.</i></p> <p><i>Big Maths – impacted on attainment of FSM pupils. Year 6 – 100% at ARE by end of KS2 from 33% at end of KS1. Big Maths particularly impactful on arithmetic scores (36, 34, 34 for 3 SEND pupils – 100% of FSM.) Across school, majority of FSM pupils made good progress in maths. 100% Y5 and Y6. Only a small group of FSM pupils across the school – mostly pupils who joined LA during Spring Term from other schools or pupils with SEND currently working closely with Educational Psychologists/Cognitive Difficulties Team.</i></p> <p><i>Despite higher proportion of SEND within FSM group (49% SEND FSM, 17% SEND NFSM), more FSM pupils 69% are at ARE in reading (58% NFSM) and the same proportion are ARE in maths. Work to be carried out to narrow the gap between the two groups in writing. FSM pupils have been assessed as having physical barriers to writing which will be further addressed next year.</i></p> |
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| <p><i>B. Improve basic Literacy Skills/ Oral language skills for pupils KS1 and 2 to impact on writing across school</i></p> | <p><i>Staff training – speech and language/writing approaches with EDA. All new staff, teaching and non-teaching, to receive enhanced training in teaching Read, Write, Inc. including extensive phonics training and Big Maths. To improve impact of TAs, teachers to work developmentally with TAs – managing support effectively, lesson observations, monitoring progress rates</i></p> <p><i>£4,000 (shared with training in A as reported above)</i></p> <p><i>Learning Resources Maths, Literacy and SEND resources</i></p> <p><i>Towards new R W Inc updated resources</i></p> <p><i>Resources to provide support for pupils within lessons</i></p> <p><i>£3,370 (shared with training in A as reported above)</i></p> | <p><i>Disadvantaged pupils benefit from good quality programmes with strong educational components</i></p> <p><i>Sutton Trust Pupil Premium</i></p> <p><i>Research:</i></p> <p><i>Phonics +4 months</i></p> <p><i>Small Group Tuition + 4 months</i></p> <p><i>Feedback +8 months</i></p> <p><i>To ensure meeting higher demands of 2014 curriculum.</i></p> <p><i>Resources selected using evidence of effectiveness historically in school.</i></p> | <p><i>Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees’ classes after the course, to embed learning (no assessment). Whole school involvement with ensured continuity and progression across every year group, raising standards. Enhanced impact of TAs SMT through pupil progress meetings, classroom observations</i></p> <p><i>End of year results</i></p> <p><i>SMT through pupil progress meetings, classroom observations</i></p> <p><i>RW Inc Lead deliver training and effective monitoring to embed learning and identify areas for development in order to ensure consistency</i></p> <p><i>SENCO observations</i></p> <p><i>Coordinator monitoring</i></p> <p><i>End of year results</i></p> | <p><i>Standards in writing have been impacted by number of pupils with SEND with particular need being in writing. 20 of the 32 pupils on SEND Register are eligible for PP – 63% of all SEND and 48% of all FSM pupils across school.</i></p> <p><i>100% of FSM pupils made good progress in Years 2, 3, 4, 6 in reading. 3 FSM pupils across the school did not quite make progress – already being targeted for extra support. 1 of pupils was new to school Spring Term with significant gaps.</i></p> <p><i>Vast majority of FSM pupils made good progress in all years in writing. Those that did not – 2 new to school in Spring Term with gaps in learning, and remaining have SEND. Have had recent referrals with Educational Psychologist or Cognitive Difficulties Team/Occupational Therapist and have/will have strategies in place – all very closely monitored and actioned through SEND support plans.</i></p> <p><i>29% FSM pupils in Y5 progressed from ARE to working at greater depth in writing.</i></p> |
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| | <p><i>Key Stage 1 and 2 Booster Support for Year 2 and 6 children in preparation for SATs support – intervention for accelerated learning before SATs</i></p> <p><i>£4,000</i></p> <p><i>Teacher</i></p> | <p><i>Sutton Trust Pupil Premium Research: Small Group Tuition + 4 months We want to ensure that PP pupils can achieve expected and high attainment standards; provide stretch and encouragement for these pupils.</i></p> | <p><i>SMT through pupil progress meetings, classroom observations SENCO observations Coordinator monitoring End of year results</i></p> | <p><i>Year 2 FSM</i> <i>Increase in number of pupils at age related expectation by end of KS1 from end of Reception – increase 25% in reading, achieved at same standard in writing. 1 FSM pupil did not achieve ARE in maths so unable to convert expected FSP to expected KS1 despite extra support and targeted work. Already targeted for lower KS2 intervention.</i></p> <p><i>Year 6 FSM</i> <i>Only 6 in cohort – evaluation held within school.</i></p> |
| Total budgeted cost | | | | <i>£21,370</i> |

| ii. Targeted support | | | | |
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| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Review |
| <p><i>A. Improve basic Literacy skills/oral language skills for pupils eligible for PP in Reception class to impact positively on writing and so GLD.</i></p> <p><i>B. Improve basic Literacy Skills/ Oral language skills for pupils KS1 and 2 to impact on writing across school</i></p> | <p><i>Teaching Assistant Targeted Support</i> <i>£5,000</i></p> <p><i>Teaching Assistant Targeted Support, 5 mornings in Year 3 – 4</i> <i>£12,000</i></p> | <p><i>Read, Write, Inc/Literacy teaching assistant</i> <i>Sutton Trust Pupil Premium Research: EY Intervention +6 months</i> <i>Phonics +4 months</i> <i>To raise attainment in KS1 and KS2 pupils through targeted support and intervention group work focusing on basic literacy skills to impact on writing</i></p> <p><i>Small group interventions with qualified staff have been shown to be effective, as discussed in reliable evidence sources such as the EEF Toolkit.</i></p> | <p><i>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</i> <i>SMT through pupil progress meetings, classroom observations</i> <i>Monitor pupils selected for intervention and impact made</i> <i>End of year results</i></p> <p><i>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</i> <i>SMT through pupil progress meetings, classroom observations</i> <i>Monitor pupils selected for intervention and impact made</i> <i>End of year results</i></p> | <p><i>As above</i></p> |

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| <p><i>A. Improve basic Literacy skills/oral language skills for pupils eligible for PP in Reception class to impact positively on writing and so GLD.</i></p> <p><i>B. Improve basic Literacy Skills/ Oral language skills for pupils KS1 and 2 to impact on writing across school</i></p> | <p><i>Speech and Language (Training and Resources) Resources and training for TA</i></p> <p><i>£1,000</i></p> <p><i>Pupils receive drink of milk each dinner time - school food standards</i></p> <p><i>£1,500</i></p> | <p><i>Sutton Trust Pupil Premium Research: Small Group Tuition + 4 months To raise attainment in KS2 pupils through targeted support and intervention group work focusing on basic literacy skills to impact on writing. To allow smaller group teaching.</i></p> <p><i>Improve basic Literacy skills/oral language skills for pupils eligible for PP throughout school to impact positively on writing and speech. Previous work done in school has shown positive impact; needs to be continued for more pupils and continue with those whose speech is acting as barrier to progress</i></p> <p><i>To provide pupils with essential nutrients and an energy boost to help children stay focused</i></p> <p><i>Government research indicates drinking milk impacts on standards.</i></p> | <p><i>TA to attend training to develop expertise in the delivering of speech and language programmes within school, screening pupil and initiating programmes or following programmes provided by the speech therapist</i></p> <p><i>Purchasing of appropriate resources and assessment/screening tools</i></p> <p><i>TA's expertise in screening ad delivering speech and language programmes enhanced</i></p> <p><i>More effective use of resources and strategies</i></p> <p><i>Positive impact on FSM pupils' speech</i></p> <p><i>Raised attention, concentration and attainment</i></p> | <p><i>All pupils, both FSM and NFSM receive milk.</i></p> <p><i>Vast majority of pupils take milk at lunchtime. Parents have commented that they are appreciative that now their child will drink milk when haven't in the past.</i></p> |
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| iii. Other approaches | | | | | |
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| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | Review |
| <i>D. Behavioural issues of small group of pupils across school are addressed.</i> | <i>Identify a targeted behaviour intervention for identified students. Engage with parents before intervention begins. Develop restorative approaches and focus on positive behaviours. Relax Kids (See below) Costs built into extra HLTA/TA support and EP time</i> | <i>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</i> | <i>Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</i> | | <i>Restorative Training received by all staff. Behaviour management across staff is excellent. TA/HLTA support financed through PP allows pupils to receive higher levels of support when experiencing difficulties resulting in behavioural issues. PSA support has also been invaluable to support this – see case studies. Relax Kids and Fun Club sessions running in school time, before and after school Relax Kids/Fun Club impacted on behaviour – calming influence/use of strategies by TAs during group work. Attendance at Fun Club motivated attendance at Homework Club impacting on attitudes to learning.</i> |
| <i>E. Safeguarding concerns addressed effectively to ensure pupils' needs are met. Support given to families concerning social and emotional issues.</i> | <i>Additional costs for HLTA HLTA employed to work primarily in Year 1/2 to raise standards, support high level of SEND/need.</i> | <i>Sutton Trust Pupil Premium Research: Small Group Tuition + 4 months Social and emotional learning +4 months To raise attainment in Y1/Y2 class through targeted support and intervention group work</i> | <i>Effective communication with HLTA and SMT Use of CPOMS SMT through pupil progress meetings, classroom observations</i> | | <i>HLTA provides support working with families alongside HT so 100% of Core Group and TAF meetings are attended despite the high number. 63% of PP pupils subject to TAF/Core Group intervention.</i> |

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| <p>63% of PP pupils are vulnerable in terms of social services involvement, TAFs, SEND, PSA.</p> | <p>HLTA to attend safeguarding meetings £4,500</p> <p>CPOMs Safeguarding tracking and monitoring system £600</p> <p>PSA employed as part of COL Contribution with other schools in COL 13 for PSA who works with families. This support continues to be valuable to both parents and children,</p> | <p>To meet the large variety of needs within Y1/Y2 class (SEN specialism) Lead Relax Kids/Fun Club for targeted pupils Work in partnership with HT as above national average of number of families who have involvement with Social Services, Family Support Workers, Parent Support Advisors, Domestic Abuse Services, Counselling and other related agencies. 63% of PP pupils are vulnerable in terms of social services involvement, TAFs, SEND, PSA. To embed CPOMS into school's daily life; supporting with recording on safeguarding, attendance, incidents with pupils/parents as well as recording SEND information and contact with outside agencies. Reporting feature used to complete reports for Governors etc.</p> <p>63% of PP pupils are vulnerable in terms of social services involvement, TAFs, SEND, PSA. Families need support for social and emotional issues – their own and that of their children. Historically, PSA has provided excellent support and worked in partnership with school to support families towards more positive outcomes</p> | <p>Safeguarding meetings – conferences, looked after reviews, TAFs End of year results</p> <p>Effective communication between staff Effective monitoring and tracking records SMT through pupil progress meetings, classroom observations Safeguarding meetings – conferences, looked after reviews, TAFs End of year results</p> <p>SMT through meetings in school Safeguarding meetings – conferences, looked after reviews, TAFs End of year results</p> | <p>CPOMS fully embedded within school and used by all staff effectively. More effective and timely sharing of information, particularly with PSA who is only on site 10% of week – ensures consistent reporting and information sharing. Effective support for individual FSM pupils including providing evidence where necessary for referrals and statements.</p> |
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| | <p><i>leading many Team Around the Family, Team Around the Child meetings and CAF meetings, involving outside agencies where appropriate.</i></p> <p><i>£3,000</i></p> <p><i>Marvellous Me Purchase of whole school app Marvellous Me</i></p> <p><i>£550</i></p> | <p><i>Increase Parental Engagement Marvellous Easily will: Tell parents what their children are learning and includes home tips, photos, videos and voice.</i></p> <p><i>Award badges Drive positive behaviour and recognise success. Customise badges and add a comment with each one.</i></p> <p><i>Message parents Broadcast messages to all parents, or send personal ones. Your details are kept secret and replies locked down.</i></p> <p><i>Get insight Track which children are doing well and easily spot those needing help to develop certain skills. See which parents are reading your news and thanking you with 'Hi5s'.</i></p> | <p><i>SMT tracking system in Marvellous Me Discussions with pupils and parents/carers</i></p> | <p><i>PSA continues to work closely with families and individual pupils on a needs basis, supporting referrals to outside agencies as well as ongoing support.</i></p> <p><i>Attends TAFS. Works individually with pupils in school. Has been vital to support a number of families this year – see case studies.</i></p> <p><i>Feedback from parents is excellent – feel more informed about what's happening in classrooms and events going on. Know when children have achieved well so can ask them about it.</i></p> <p><i>Has worked extremely well with individual FSM pupils to give and receive immediate positive feedback to parents/carers/other family members where pupils respond positively to Hi 5s coming back from family members as part of agreements, motivating pupils to stay on track.</i></p> |
| <p><i>F. Increased attendance rates for pupils eligible for PP and to maintain</i></p> | <p><i>£1000 used for prizes and incentives for positive attendance and progress and as a</i></p> | <p><i>We can't improve attainment for children if they aren't actually attending school. NfER briefing for</i></p> | <p><i>Headteacher and staff will collaborate to ensure provision and standard school processes work smoothly together</i></p> | <p><i>For the fourth year, FSM pupils' level of absence remains below national. FSM level of absence reduced in 2015 – 2017 from</i></p> |

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| <p><i>current good attendance.</i></p> | <p><i>reward for achieving targets set</i></p> | <p><i>school leaders identifies addressing attendance as a key step</i> <i>Individual targets set with prizes has worked positively historically especially in preventing persistent absenteeism</i></p> | <p><i>Early intervention of a positive and supportive nature</i></p> | <p><i>previous years, staying largely the same in 2018.</i> <i>School FSM absence – 4.4%, way below national (2017) of 7.3%.</i> <i>Persistent absentee rate has dropped again to well below national FSM in 2017. School FSM PA – 4.8% (2 pupils, 1 new to school attending only half the year and illness related absence including chicken pox.) Well below national (2017) of 12.8%.</i></p> |
| <p><i>A B D E</i></p> | <p><i>Homework Club</i> <i>After School Provision + resources</i> <i>Laurel Learners</i> <i>Homework Clubs, KS1 and KS2</i> <i>Science Club KS1 and 2</i> <i>Mentor/ Booster Intervention</i> <i>Strong link to curriculum with well qualified staff</i> <i>One to one and small group tuition</i></p> <p><i>Homework books and resources</i></p> <p><i>£4,000</i></p> | <p><i>Sutton Trust Pupil Premium Research: After School Programmes +2 months</i> <i>Homework +2 months</i> <i>Small Group Tuition + 4 months</i></p> <p><i>Support given to complete homework and progress learning</i> <i>Homework groups with good ratio of pupils to staff (TAs) as well as one to one or small group tuition will promote progress</i> <i>Positive attitude to homework</i> <i>Effective booster activities to support revision – building on feedback for pupils’ progress</i> <i>Pupils taught effective homework strategies that can be used at home</i> <i>To encourage good attitudes to homework, used to support learning and increase attainment</i> <i>To encourage effective learning through homework activities, offering school</i></p> | <p><i>Raised attainment</i> <i>More positive attitudes to homework and higher rate of completion in all classes</i></p> | <p><i>79% PP pupils attend homework club regularly – vast majority every week.</i> <i>Much higher rate of homework completion. Homework Club used to successfully support all pupils who are involved in TAF</i> <i>Higher standard of returned homework</i> <i>Parents during TAF meetings comment positively on impact not having homework to complete at home and negative behaviours associated with this has on family life.</i></p> <p><i>95% attend Science club sessions across the year and thoroughly enjoy science, increasing attitudes towards science as well as support towards achieving curriculum standards.</i></p> |

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| | | <p><i>environment and resources one day each week</i></p> <p><i>Homework resources encourage greater parental to increase parental engagement.</i></p> <p><i>Homework is based on short focused tasks which relate directly to what is being taught, and which are built upon in school</i></p> | | |
| Total budgeted cost | | | | <i>£13,650</i> |