

## Pupil Premium Strategy 2018 - 2019: Laurel Avenue Community Primary School

1. Summary information					
<b>School</b>	Laurel Avenue Community Primary School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£60,720	<b>Date of most recent PP Review</b>	July 2018
<b>Total number of pupils</b>	90	<b>Number of pupils eligible for PP</b>	46 (51%) <i>x £1,320 = £60,720</i>	<b>Date for next internal review of this strategy</b>	Dec 2018

School: 51.1%

National: 14.1%

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 11 pupils	Year 1 14 pupils	Year 2 15 pupils	Year 3 16 pupils	Year 4 8 pupils	Year 5 15 pupils	Year 6 11 pupils
<b>Free School Meals</b>	6: 55%	3: 21%	10: 67%	3: 19%	7: 88%	11: 73%	6: 55%
	<i>Each Free School Meal Pupil worth</i>						
	17%	33%	10%	33%	14%	9%	17%
<b>Non Free School Meals</b>	5: 45%	11: 79%	5: 33%	13: 81%	1: 13%	4: 27%	5: 45%
	<i>Each Non Free School Meal Pupil worth</i>						
	20%	9%	20%	8%	100%	25%	20%

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>Improve maths skills for specific PP pupils to reach ARE by end of year</i>	<i>Pupils eligible for PP in KS1 &amp; 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> <i>1 PP Y3 pupil to meet ARE by end of year.</i> <i>3 PP Y5 pupils to be working at GD by end of year.</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.</i> <i>High profile on working on barriers to achievement link to sensory aspects, including coordination and fine and gross motor skills.</i> <i>19 of 33 pupils on SEND Register eligible for PP – 58%. SEND FSM pupils are biggest proportion of pupils not achieving ARE.</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> <i>Specifically: Reception: 1 pupil (17%), Year 1: 1 pupil (33%), Year 2: 6 pupils (60%), Year 3: 1 pupil (33%), Year 4: 3 pupils (43%), Year 5: 3 pupils (27%), Year 6: 2 pupils (33%)</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 4.8% to 0. Overall PP attendance improves from 95.6% to over 96% in line with national 'other' pupils.</i>

#### 4. Planned expenditure

**Academic year**

*2018/17*

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

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Review</b>
<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>	<i>Contribution towards Reception Class Teacher, 5 mornings Employment of Reception Class Teacher to work with TA on dedicated Reception teaching. Smaller numbers in Nursery environment  £10,000</i>	<i>Sutton Trust Pupil Premium Research: EY Intervention +6 months Reduced Class Sizes + 3 months Historical success of this approach To meet needs of a mixed Reception/Year 1 Class with lower ability Year 1 pupil To meet the needs of large Reception cohort in their own classroom environment To raise attainment trends from Reception into Year 1 To enhance rate of progress</i>	<i>SMT through pupil progress meetings, classroom observations Level of GLD</i>	

	<p><i>Staff training – speech and language/writing approaches with EDA in EYFS and Reception. EDA support for indoor and outdoor provision including child initiated play. Staff, teaching and non-teaching, to receive enhanced training in teaching Read, Write, Inc. including 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 including reading books for SEND, HA pupils Resources to provide support for pupils within lessons</i></p> <p><i>£3,000 (shared with training in B as reported below)</i></p>	<p><i>Disadvantaged pupils benefit from good quality programmes with strong educational components 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 high demands of curriculum. 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. Observation of RWInc Leader teaching to ensure consistency and high standards of teaching maintained. 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 SENCO observations Coordinator monitoring</i></p> <p><i>End of year results</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>Improve maths skills for specific PP pupils to reach ARE by end of year</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>£3,000 (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.</i></p> <p><i>Peer observation of attendees’ classes after the course, to embed learning (no assessment).</i></p> <p><i>Whole school involvement with ensured continuity and progression across every year group, raising standards.</i></p> <p><i>Enhanced impact of TAs</i></p> <p><i>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>	
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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>£3,000</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>	
<b>Total budgeted cost</b>				<i>£20,000</i>

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Review</b>
<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>B. Improve maths skills for specific PP pupils to reach ARE or GD by end of year</i></p>	<p><i>Teaching Assistant Targeted Support</i></p> <p><i>£5,000</i></p> <p><i>Teaching Assistant Targeted Support, 5 mornings in Year 1-2</i></p> <p><i>Targeted sessions for Y5 – identified pupils to reach GD by end of year</i></p> <p><i>£12,000</i></p>	<p><i>Read, Write, Inc/Literacy teaching assistant</i></p> <p><i>Sutton Trust Pupil Premium Research: EY Intervention +6 months</i></p> <p><i>Phonics +4 months</i></p> <p><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>Targeted support for 4 PP pupils new to school during last academic year - SEND and gaps in attainment and progress</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></p> <p><i>SMT through pupil progress meetings, classroom observations</i></p> <p><i>Monitor pupils selected for intervention and impact made</i></p> <p><i>End of year results</i></p> <p><i>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</i></p> <p><i>SMT through pupil progress meetings, classroom observations</i></p> <p><i>Monitor pupils selected for intervention and impact made</i></p> <p><i>End of year results</i></p>	

<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>Improve maths skills for specific PP pupils to reach ARE by end of year</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>	
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<p><i>C. Staff further equipped to enhance progress of pupils with Special Educational Needs including ASD, ADHD, Learning Difficulties and other health related issues</i></p> <p><i>High profile on working on barriers to achievement link to sensory aspects, including coordination and fine and gross motor skills.</i></p>	<p><i>Educational Psychologist intervention one day per fortnight throughout school</i></p> <p><i>Assessment and support from Cognitive Difficulties Team and ASD Team for pupils referred</i></p> <p><i>£4,000</i></p> <p><i>Pegs to Paper resources Resources identified by Occupational Therapist – wobble cushions, pens,</i></p>	<p><i>19 of 33 pupils on SEND Register eligible for PP – 58%. SEND FSM pupils are biggest proportion of pupils not achieving ARE.</i></p> <p><i>Dedicated and consistent support for FSM SEND throughout school EP support has been essential for assessments, reports, progressing EHCP applications</i></p> <p><i>Will be used 2018 – 19 to support applications for top up funding for PP pupils</i></p> <p><i>EP to work with parents discussing pupils’ needs and offering advice support and strategies</i></p> <p><i>Cognitive Difficulties Team and ASD Team – referrals made and support to school given to impact on strategies used and end of year attainment and progress.</i></p> <p><i>Specific groups of pupils impacting on attainment within their year group: Reception: 1 pupil (17%), Year 1: 1 pupil (33%), Year 2: 6 pupils (60%), Year 3: 1 pupil (33%), Year 4: 3 pupils (43%), Year 5: 3 pupils (27%), Year 6: 2 pupils (33%).</i></p> <p><i>Extensive work with Occupational Therapist has identified significant number of pupils, including PP pupils, who would benefit from further gross</i></p>	<p><i>SMT through pupil progress meetings, classroom observations – strategies in place</i></p> <p><i>Meetings with parents/carers</i></p> <p><i>Annual Reviews</i></p> <p><i>TAF Meetings</i></p> <p><i>End of year results</i></p> <p><i>Writing moderation</i></p> <p><i>SMT through pupil progress meetings, classroom</i></p>	
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	<p><i>grips, hand huggers, magic putty etc. Resources to develop sensory classrooms</i></p> <p><i>£1,250</i></p> <p><i>Contribution towards support – 1 PP pupil with EHCP</i></p> <p><i>£1,320</i></p>	<p><i>and motor skills resources, staff training including on development of sensory classroom. Continue using Pegs to Paper to develop progress from last academic year.</i></p> <p><i>Contribution towards one to one TA support for 2 pupils with EHCP Contribution towards meeting needs as identified on EHCPs</i></p>	<p><i>observations – strategies in place Meetings with parents/carers Annual Reviews Support plans evaluations TAF Meetings End of year results</i></p> <p><i>SMT through pupil progress meetings, classroom observations – strategies in place Meetings with parents/carers Annual Reviews TAF Meetings End of year results Needs of child met with one to one support Annual review</i></p>	
<b>Total budgeted cost</b>				<b><i>£26,070</i></b>

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	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>E. Safeguarding concerns addressed effectively to ensure pupils' needs are met. Support given to families concerning social and emotional issues. 63% of PP pupils are vulnerable in terms of social services involvement, TAFs, SEND, PSA.</i>	<i>Additional costs for HLTA HLTA employed to work primarily in Year 1/2 to raise standards, support high level of SEND/need. HLTA to attend safeguarding meetings £4,500</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 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</i>	<i>Effective communication with HLTA and SMT Use of CPOMS SMT through pupil progress meetings, classroom observations Safeguarding meetings – conferences, looked after reviews, TAFs End of year results</i>		

	<p><i>CPOMs Safeguarding tracking and monitoring system</i></p> <p><i>£600</i></p> <p><i>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, 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>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.</i></p> <p><i>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</i></p>	<p><i>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</i></p> <p><i>SMT through meetings in school Safeguarding meetings – conferences, looked after reviews, TAFs End of year results</i></p>	
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	<p><i>Marvellous Me</i> Purchase of whole school app <i>Marvellous Me</i></p> <p>£550</p>	<p><i>Increase Parental Engagement</i> <i>Marvellous Easily will:</i> <i>Tell parents what their children are learning and includes home tips, photos, videos and voice.</i> <i>Award badges Drive positive behaviour and recognise success. Customise badges and add a comment with each one.</i> <i>Message parents Broadcast messages to all parents, or send personal ones. Your details are kept secret and replies locked down.</i> <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</i> <i>Discussions with pupils and parents/carers</i></p>	
<p><i>F. Increased attendance rates for pupils eligible for PP and to maintain current good attendance.</i></p>	<p>£1000 used for prizes and incentives for positive attendance and progress and as a reward for achieving targets set</p>	<p><i>We can't improve attainment for children if they aren't actually attending school. NfER briefing for 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>Headteacher and staff will collaborate to ensure provision and standard school processes work smoothly together</i> <i>Early intervention of a positive and supportive nature</i></p>	
<p><i>A B D E</i></p>	<p><i>Homework Club</i> <i>After School Provision</i> <i>+ resources</i> <i>Laurel Learners</i> <i>Homework Clubs, KS1 and KS2</i></p>	<p><i>Sutton Trust Pupil Premium Research:</i> <i>After School Programmes +2 months</i> <i>Homework +2 months</i> <i>Small Group Tuition + 4 months</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>Science Club KS1 and 2 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>After school gross and fine motor skills/coordination groups e.g. Jungle Gym</i></p> <p><i>£1,000</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 environment and resources one day each week</i>  <i>Homework resources encourage greater parental to increase parental engagement.</i>  <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>				
					<b>Total budgeted cost</b>	<b><i>£14,650</i></b>