

**Pupil premium strategy statement Lightmoor Village Primary School**

<b>1. Summary information</b>					
<b>School</b>	Lightmoor Village Primary School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	41,820	<b>Date of most recent PP Review</b>	09/18
<b>Total number of pupils</b>	211	<b>Number of pupils eligible for PP</b>	30	<b>Date for next internal review of this strategy</b>	03/19

<b>Current attainment (July 2018)</b>			
	<i>Pupils eligible for PP (disadvantaged) (school)</i>	<i>Number of SEN register who also are PP</i>	<i>Pupils not eligible for PP –school</i>
<b>EYFS: % of pupils achieving GLD</b>	<b>4 100%</b>	n/a	<b>73.3%</b>
<b>YR 1 Phonic Screening: % of pupils making the standard</b>	<b>No PP in year</b>	n/a	<b>96.7%</b>
<b>YR 2 Phonic Screening: % of pupils making the standard</b>	<b>n/a all passed Y1</b>	n/a	<b>100%</b>
<b>KS1 Reading: % of pupils making the expected standard</b>	<b>4 100%</b>	<b>1 25%</b>	<b>80.6%</b>
<b>KS1 Writing: % of pupils making the expected standard</b>	<b>4 75%</b>	<b>1 25%</b>	<b>74.2%</b>
<b>KS1 Maths: % of pupils making the expected standard</b>	<b>4 100%</b>	<b>1 25%</b>	<b>83.9%</b>
<b>KS2 Reading: % of pupils making the expected standard</b>	<b>10 70%</b>	<b>5 50%</b>	<b>83.3%</b>
<b>KS2 Writing: % of pupils making the expected standard</b>	<b>10 70%</b>	<b>5 50%</b>	<b>87.5%</b>
<b>KS2 SPAG: % of pupils making the expected standard</b>	<b>10 70%</b>	<b>5 50%</b>	<b>79.2%</b>

<b>KS2 Maths: % of pupils making the expected standard</b>	<b>10 70%</b>	<b>5 50%</b>	<b>83.3%</b>
<b>% achieving PP achieving age related expectations or above in reading, writing and maths.</b>		<b>50%</b>	<b>79%</b>
% making progress in reading (average scaled progress score )		<b>Tbc data not available- September 2018</b>	<b>107.5</b>
% making progress in writing (average scaled progress score )		<b>tbc</b>	<b>107.5</b>
% making progress in maths (average scaled progress score )		<b>tbc</b>	<b>107.5</b>
<b>3. Barriers to future attainment (for pupils eligible for PP)</b>			
<b>In-school barriers</b> <i>(issues to be addressed in school)</i>			
<b>A.</b>	PP pupils being on track for and/or exceeding expectations to reach EXS or GDS from their EYFS and ARE from their KS1 end baseline compared to non PP children		
<b>B.</b>	Speech and language skills, which has an impact on reading writing and mathematical progress in subsequent years.		
<b>C</b>	Having opportunities to have experiences equal to non PP children.		
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>			
<b>D.</b>	Some parental engagement in supporting learning at home		
<b>4. Desired outcomes</b> <i>(Desired outcomes and how they will be measured)</i>			<b>Success criteria</b>
<b>A.</b>	Disadvantaged pupils will benefit from greater development of independent learning skills		PP children will have skills that are more independent and be able to develop their "learning to be learners" lifelong skills.
<b>B.</b>	Increase the % of PP pupils attaining ARE by KS2 end- see above for data.		PP children will improve there ARE by end of KS2
<b>C.</b>	Increase % of PP children accessing curriculum enrichment, for example Brass Band, Team Safe, School council, school plays, trips and experiences, clubs and external signposting.		More participation in curriculum activities, which enable PP children to have equal experiences to non-PP children.

<b>D.</b>	That all pupils but PP in particular have intervention strategies to improve their language and communication skills in KS1.	Good quality first teaching and focused interventions will enable PP children to achieve to the best of their ability.
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### 5. Planned expenditure

<b>Academic year</b>	2018/19
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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

### Quality of teaching and targeted support

<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>Staff lead</b>	<b>When will you review implementation?</b>
<b>A. Disadvantaged pupils will benefit from greater development of independent learning skills</b>	Use focused interventions by adults to develop independent skills and learn for life.	Studies conclude that individual adult input and teaching independent skills reduces the reliance of adult support as children develop. <i>EEF 2018 point 10</i> <b><i>Closing the gap lessons learned in the last six years</i></b> <i>“teaching assistants working in structured ways with small groups of children can boost pupils progress”.</i>	Closely plan and monitor interventions with a focus on confidence and independence. Timetable of very focused intervention based on evidence using upskilled workforce.	DH, H	Half termly pupil progress meetings SMT programme of monitoring and support.

	<p>Meta cognition staff meetings Learning to learn.</p>	<p><i>EEF 2017 meta-cognition and learning</i> Teaching strategies for learning self-regulation and motivation to help PP children now and as a life skill. "point 2 positive impact of good CPD."</p>	<p>CPD planned in staff meeting schedule. <i>J Lear Independent learning skills.</i></p>	<p>JS HA co-ordinator Spring Term 2019</p>	<p>Half termly pupil progress meetings SMT programme of monitoring and support. Report to governors termly. Governors pupil voice trails.</p>
<p><b>B Raise standards for all Pupil Premium Children, a higher number of PP pupils achieving age related expectations in all areas.</b></p>	<p>Extra time allocated on class teachers timetables/planning for supporting PP pupils in class each week.</p> <p>Specialist TA support in class for PP pupils weekly.</p>	<p>School data shows that small group work and class TA/Teacher interventions has the biggest impact. <i>EEF 2018</i> <b><i>Closing the gap lessons learned in the last six years</i></b> <i>Point 3 "targeted small group and one to one interventions have the potential for the largest immediate impact on attainment."</i> <i>Point 6 "good teaching for all pupils has a particular benefit for disadvantage children/</i></p>	<p>Monitoring planning and observing lessons. Use the evidence obtained to change support and focus teachers planning to achieve outcome.</p> <p>Data findings and pupil progress meetings</p>	<p>DHT Key Stage leaders</p>	<p>Half termly 1:1 meetings with class teachers and DHT.</p> <p>SLT meetings end of each half term following data.</p>
<p><b>C Increase % of PP children accessing curriculum enrichment, for example Brass Band, Team Safe, School council, school plays, trips and experiences, clubs and external signposting</b></p>	<p>Increase the self esteem of pupils to enable them to participate in these activities. Work with families to encourage participation. Tree house nurture room to support Emotional wellbeing support for pupils and raise self-esteem.</p>	<p><i>"raising aspirations is often believed to be an effective way to motivate pupils</i> <b><i>EEF 2018 toolkit aspiration-interventions</i></b></p>	<p>Progress data will reflect equal to non PP data aided by increased self-esteem and achievement Provide funding to achieve this outcome.</p>	<p>SMT governors</p>	<p>Half termly 1:1 meetings with class teachers and DHT.</p> <p>SLT meetings end of each half term following data.</p>

<p><b>D That all pupils but PP in particular have intervention strategies to improve their language and communication skills.</b></p>	<p>To identify pupils from Foundation that have below ARE language skills an target support at this group.</p>	<p><i>EEF 2018</i>  <b><i>Closing the gap lessons learned in the last six years point 1</i></b>          "Professional support and training for early years workers is key. Areas with potential include communication and language approaches; self-regulation strategies and parental involvement.</p>	<p>Specialist staff meeting with Headteacher colleague from Bolton. ELKAN training for one TA to lead interventions and support other TA's. Specific timetables sessions per week for this early group and identified children in older age groups.</p>	<p>SMT Governors</p>	<p>Half-termly 1:1 meetings with class teachers and DHT.  SLT meetings end of each half term following data.</p>
<p><b>Total budgeted cost</b></p>					<p><b><i>TA costs</i></b>  <b><i>Emotional and mental health support lead</i></b>  <b><i>£24,256</i></b>  <b><i>Language support lead</i></b>  <b><i>£9,820</i></b>  <b><i>Reading support £5,244</i></b>   <b><i>Elkan Training £500</i></b>  <b><i>Brass band £1,500</i></b>  <b><i>Trip subsidies. £1000</i></b>  <b><u>Total £41,820</u></b></p>

## 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?
<b>A. Disadvantaged pupils will benefit from greater development of independent learning skills</b>	Release KS2 TA's in the afternoon to have very tailored and specific programmes for PP children leading to independence. Nurture room lead to have no timetabled commitments in mornings to address Social and emotional needs and run tailored programmes. for independence	Studies conclude that individual adult input and teaching independent skills reduces the reliance of adult support as children develop. <i>EEF 2018 point 10</i> <b><i>Closing the gap lessons learned in the last six years</i></b> <i>"teaching assistants working in structured ways with small groups of children can boost pupils progress".</i>	Meet with TA group explain use of afternoon time, give out Timetables. Monitor the impact on progress and ARE.	SMT	Half termly 1:1 meetings with class teachers and DHT.  SLT meetings end of each half term following data.
<b>B Raise standards for all Pupil Premium Children, a higher number of PP pupils achieving age related expectations in all areas.</b>	Very detailed and specific catch up programmes in the afternoon. Planning in Key Stage Teams to ensure planning covers all groups and first teaching is of a high quality.	School data shows that small group work and class TA/Teacher interventions has the biggest impact. <i>EEF 2018</i> <b><i>Closing the gap lessons learned in the last six years</i></b> <i>Point 3 "targeted small group and one to one interventions have the potential for the largest immediate impact on attainment."</i> <i>Point 6 " good teaching for all pupils has a particular benefit for disadvantage children/</i>	Monitor closely and change interventions/teaching according to impacts	SMT	Half termly 1:1 meetings with class teachers and DHT.  SLT meetings end of each half term following data.

<p><b>C Increase % of PP children accessing curriculum enrichment, for example Brass Band, Team Safe, School council, school plays, trips and experiences, clubs and external signposting</b></p>	<p>Actively encourage participation in all events and opportunities for PP children. Communicate clearly with parents what is available and promote.</p>	<p><i>raising aspirations is often believed to be an effective way to motivate pupils</i>  <b>EEF 2018 toolkit aspiration-interventions</b></p>	<p>By communicating clearly and actively encouraging participation.</p>	<p>SMT</p>	<p>Half termly 1:1 meetings with class teachers and DHT.</p> <p>SLT meetings end of each half term following data.</p>
<p><b>D That all pupils but PP in particular have intervention strategies to improve their language and communication skills.</b></p>	<p>Early identification of delayed speech and receptive language skills. Support pupils with <i>programmes</i>.</p>	<p><i>EEF 2018</i>  <b>Closing the gap lessons learned in the last six years point 1</b>          "Professional support and training for early years workers is key. Areas with potential include communication and language approaches; self-regulation strategies and parental involvement.</p>	<p>Train staff member, tight timetabled sessions.</p>	<p>SMT</p>	<p>Half termly 1:1 meetings with class teachers and DHT.</p> <p>SLT meetings end of each half term following data.</p>

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>		2017/18		
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>A</b> Raise standards for all Pupil Premium Children, a higher number of PP pupils achieving age related expectations in all areas.	<p>Extra time allocated on class teachers timetables/planning for supporting PP pupils in class each week.</p> <p>Specialist TA support in class for PP pupils weekly.</p>	70% achieved ARE in Year 6 last year 66% achieved ARE in Year 6 so a 4% rise.	Very successful and the intention is to follow this up with a similar programme this year.	<b>TA £ 9,829</b>



	Interventions in each class to respond to the needs of the pupils daily and pre teach where needed.	Teaching assistants undertook focused work with targeted pupils and standards rose for all pupils.	Very successful and the intention is to follow this up with a similar programme this year.	<b>See above</b>
	Consistent approach to whole class reading across the school from year 2 up.	Reading results improved Ks1 moved from 67% of PP at ARE to 100% PP pupils at ARE over 17/18	Very successful and will continue.	<b>TA allocated to PP readers £4,465</b>
<b>B</b> Improving Pupil Premium progress measures.	PPG lead to revise tracking system of all PP pupils with KS managers and support from SENCo. Teachers to be provided with advice and support regarding the individual needs of their PP pupils and made sure that they aware of prior	Improved PP outcomes due to focused leadership on tracking system.	New tracking in infancy and will continue to improve its impact.	<b>Cost of scholar Pack per year included with non PP pupils.</b>

	Progress and attainment. Allocated sessions with SENCO, LSAT, EP and Behaviour support.	KS2 ARE PP group results Reading 66% -70% Writing 50% -70% Mathematics 66%-70%	Will continue to deliver these programmes as, with other interventions, the impact on these pupils is evident and the gap is closing.	<b>Cost of EP Cost of LSAT sessions Cost of BST Included with non PP pupils</b>
	Specialist adult to lead some sessions in afternoon of year 6 to enable the class teacher to boost and support PP children.	Impact that AE data rose see above.	Will continue to deliver these programmes as , with other interventions the impact on these pupils is evident and the gap is closing.	<b>HLTA nurture support £24,256</b>
	Extra reading 1:1 For each PP child each week.	Reading results improved Ks1 moved form 67% of PP at ARE to 100% PP pupils at ARE over 17/18	.	<b>Costing outlined above</b>
	Brass band sessions for PP children	Self-esteem improvement and chance to perform and shine in school.	Very successful, encourages self discipline and unique achievement.	<b>£1,500</b>

<b>C Raised motivational and resilience in our PP learners.</b>	Growth Mind set focus for SMSC across the school starting Autumn 2 2017	Hard to measure impact although evidence that good leadership and raised standards combine to achieve better outcomes for PP and non PP children through positive engagement.	Would need to embed the system more throughout the year to have measurable outcomes.	<b>Cost neutral In house training.</b>
				<b>Total budgeted cost £40,050</b>