

## Pupil Premium Strategy 2018-19

Pupil Premium Funding and the impact of this is a regular item on the Full Governing Body meetings and Standards committee.

Designated staff member in charge: Miss Sally Esom

Pupil Premium Lead: Mrs June Fox

Nominated governor: Mrs Sandra Parker

Pupil Premium Strategy Reviews are held every term with the 3 allocated members of the Pupil Premium team. Matters are also brought to the weekly Inclusion meeting.



The PPG per pupil for 2018 to 2019 is as follows:

<b>Disadvantaged pupils</b>	<b>Pupil premium per pupil</b>
Pupils in year groups reception to year 6 recorded as Ever 6 free school meals	£1,320
Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,300
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,300
<b>Service children</b>	<b>Pupil premium per pupil</b>
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	£300

At Lakenheath Community Primary School the amount received for 2018-19 was:

Number of pupils	Category for disadvantage	Amount allocated per pupil	Total amount
65	FSM and Every6	1320	85800
14	Forces	300	4200
			90000

Current data:

Number of pupils	Category for disadvantage	Amount allocated per pupil
30	FSM pupils	1320
29	Pupils aged 7-11 in receipt of Ever 6	1320
1	Looked after	Max £600 per term
0	Previously looked after	2300
4	Forces pupils	£300
64		

#### Identified barriers to educational achievement

The school has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Access to language – especially from books
- Access to extra-curricular activities - educational experiences such as trips, music lessons and participation in physical activities
- Attendance
- Parental engagement with school - especially regarding attendance at information and workshop evenings and completion of homework
- The number of pupils who are in receipt of Pupil Premium and also on the SEN register for cognition and learning
- Vulnerability – pupils with specific home, social and emotional needs which affect their learning e.g. resilience, resourcefulness, experiences to draw upon
- Some previous learning which has not met the expected standard resulting in lack of progress

#### Rationale for expenditure

Accelerated progress is required for PP pupils in all three key areas: reading, writing and maths. Allocated music release time has been increased so that all teachers can work with individuals and groups on a particular focus and in KS1 teachers have focused time with pupils who did not pass their phonics test in Y1 or those unlikely to reach the standard in Y1. In addition, funding has been allocated to release the DHT to teach focused reading and writing which include PP pupils who are not at ARE at the start of the year. TA hours have been allocated across all year groups to provide further support to PP pupils through interventions for phonics, reading, writing and maths. TA time is also used for pre-learning and consolidation of key concepts. Some PP pupils have been identified as benefiting from receiving resources to support their learning and these have been purchased from the PP budget. Many of the PP pupils' parents are unable to afford to pay for school trips, residential trips and music tuition. In order to support their learning in all areas of the curriculum and to build confidence, the school has allocated funding to pay for these additional expenses throughout the academic year. Some PP children are also invited to a breakfast activity club paid for with PP money.

#### Key expenditure – how the allocation will be spent

<b>Area of spend</b>	<b>Focus</b>	<b>Total allocation</b>
Dedicated music teacher for 1.5 days a week	English and Maths	£ 6,162
Additional TA support in classes and for focused interventions (to include funding for ELSA and FEIPS)	English and Maths	£ 43,650
Cover for weekly booster sessions (run by DHT)	English and Maths	£ 9,858
FSP	Personal and social	£ 21,996
Funding for extra-curricular music lessons/clubs	Personal and social	£ 100
Additional learning resources (uniform, ICT equipment, glasses, books, maths equipment, software)	English and Maths	£ 800
Funding for school trips and residential trips	Personal and social	£ 300
Funding for breakfast club [subsidised]	Personal and social	£ 1,862
[activity breakfast with Premier Sport]		£ 5,175

Area of spend	Intended outcomes – why these approaches are taken	Actions
Dedicated mentoring by teachers released through music time.	<ul style="list-style-type: none"> <li>• ●☑ Improved learning outcomes in reading, writing and maths (meeting end of year age-related objectives)</li> <li>• ●☑ Improved confidence for pupils in specified areas</li> <li>• ●☑ Learning tasks tailored to specific needs of pupils – closing gaps in understanding</li> <li>• ●☑ Consolidation of learning completed in classes – time for practice and apply understanding</li> <li>• ●☑ Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology</li> </ul>	<ul style="list-style-type: none"> <li>• ●☑ Regular reviews of PP group timetable with KS leaders, SENCO, Head</li> <li>• ●☑ Teaching resources and materials as required – checked with KS leaders and SENCO</li> </ul>
TA support in classes [am for English and Maths] and for focused interventions [pm across school]	<ul style="list-style-type: none"> <li>• ●☑ small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting) supported by SENCO</li> <li>• ●☑ Support within lessons to improve understanding of learning in reading, writing and maths</li> <li>• ●☑ Consolidation of learning completed in classes</li> <li>• Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning.</li> <li>• ●☑ Priority reading with TAs if pupils are unable to read at home</li> <li>• ●☑ Pupils who are on SEN register and in receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress [SENCO and lead for PP]</li> </ul>	<ul style="list-style-type: none"> <li>• ●☑ Regular TA meetings with SENCO, lead TA and DHT – review of interventions, re-shaping of groupings and focuses, sharing of ideas and resources</li> <li>• ●☑ Teacher and SENCO review – careful planning of interventions to be completed each half term/phase</li> <li>• ●☑ SENCO observe interventions and provide feedback regarding strategies, next steps, resources</li> <li>• Clear communication between teachers and TAs – expectations within lessons</li> <li>• ●☑ TA timetables carefully planned – making best use of morning work, registration and afternoon intervention time for pre- teaching and consolidation of learning</li> <li>• Regular use of CPOMS for recording any issues from home, well-being, attendance, behaviour etc.</li> <li>•</li> </ul>
Cover for weekly booster sessions [Y6 initially then Y5 - run by DHT]	<ul style="list-style-type: none"> <li>• ●☑ Improved learning outcomes in reading, writing and maths (greater proportion meeting AREs)</li> <li>• ●☑ Pupils gain in confidence with key concepts</li> <li>• ●☑ Pupils feel equipped to tackle higher-level work</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• ●☑ Regular review of groupings and re-shaping of focus at phase meetings to assess progress</li> <li>• ●☑ Data analysis at each milestone to identify pupils whose progress is causing concern and to review successes</li> </ul>
Funding for dedicated FSP support , play therapy and art therapy for vulnerable pupils	<ul style="list-style-type: none"> <li>• ●☑ To provide dedicated time and support (1:1 and group) to help build pupils emotional development</li> <li>• ●☑ To improve the self-esteem, social skills and behaviour of identified</li> </ul>	<ul style="list-style-type: none"> <li>• 1 day timetables for play therapy</li> <li>• 1 morning allocated for art therapy</li> <li>• Time allocated to meet with parents – drop in or regular</li> </ul>

	pupils leading to increased confidence and attainment in the classroom	sessions as required <ul style="list-style-type: none"> <li>• Provision of supervision sessions for FSP</li> </ul>
Funding for extra- curricular clubs, breakfast clubs and music lessons	<ul style="list-style-type: none"> <li>• Children get to school on time so late marks are reduced and attendance is improved</li> <li>• Children have breakfast before school starts</li> <li>• Social skills are developed through participation in a range of clubs provided by the school or external providers</li> <li>• Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities</li> <li>• Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Annual analysis of number of pupils who have taken part in clubs</li> <li>• Questionnaires or FSP interviews with children/parents about possible interests and available clubs</li> <li>• SBM to arrange funding (as appropriate) for clubs and resources required (i.e. musical instruments, sports clothing)</li> <li>•</li> </ul>

Additional learning resources (Kindles, spell-checkers, iPads)	<ul style="list-style-type: none"> <li>• Pupils are fully supported by learning resources being made available to them <ul style="list-style-type: none"> <li>• Pupils enjoy using resources such as iPads to complete games/tasks that consolidate learning</li> <li>• A range of learning styles can be catered for</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Teachers and TAs made aware of all resources available to support different areas of need (i.e. spelling, memory, times tables)</li> </ul> <p>School council approached regarding resources that would be enjoyed</p>
Funding for school trips and residential	<ul style="list-style-type: none"> <li>• Pupils are able to participate fully in school trips and residential trips</li> <li>• Learning is supported by trips that are carefully planned to enhance the school's curriculum</li> <li>• Social skills, independence, perseverance and team-work are developed through participation in group activities and over- night stays on residential trips</li> </ul>	<ul style="list-style-type: none"> <li>• Initial letters to include information for parents about available funding</li> <li>• FSP to liaise with parents and HT regarding specific requests for funding</li> <li>• Teachers made aware of funding available – can approach parents if appropriate</li> </ul>

How will the school measure the impact of the Pupil Premium?

The usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Review meetings will take place each half term from October onwards and will include a member of Senior Management, teachers, SENCO and the Head.

Each half term, the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.