

Pupil premium strategy statement (primary)

1. Summary Information					
<b>School</b>	Lillington Nursery and Primary School				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£120000	<b>Date if most recent PP Review</b>	March 2018
<b>Total number of pupils</b>	341	<b>Number of pupil eligible for PP</b>	91	<b>Date for next internal review of this strategy</b>	March 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	36%	53%
% making progress in reading	36%	66%
% making progress in writing	82%	74%
% making progress in maths	64%	70%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
<b>In school barriers</b> <i>(issues to be addressed in school, such as a poor oral language skills)</i>		
A.	Low and middle prior attaining Pupil Premium pupils attainment in reading and writing	
B.	Poor home learning environments impacting on progress	
C.	Individual needs such as learning difficulties, attendance and social, emotional needs	
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Many pupils identified as being under stress with social care involvement	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	Success criteria
A.	Reading, writing and maths attainment in-line with pupils not eligible for PP	Increase in percentage of PP eligible children reaching age related expectation
B.	Low and middle attaining pupils making sustained progress	Pupils eligible for PP make as much progress as 'other' pupils across Key Stage 1 and 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practises established across the cluster.
C.	Social emotional well-being and resilience of pupils is supported,	Attendance rates for PP children is good and children feel supported and happy in school.

<b>5. Planned expenditure</b>					
Academic Year		2018/19			
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					
<b>I. Quality of teaching for all</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>Staff lead</b>	<b>When will you review implementation?</b>
<p>a. Reading, Writing and Maths Attainment in-line with pupils not eligible for PP</p> <p>b. Low and middle attaining pupils making sustained progress</p>	<ul style="list-style-type: none"> <li>- Targeted reading CPD throughout the school</li> <li>- Support system in place for children that do not read at home</li> <li>- Review and implementation of revised feedback policy</li> <li>- Implementation of Talk for Writing</li> <li>- Implementation of Accelerated Reader in KS2</li> <li>- Introduction of elements of Singapore Maths approach</li> </ul>	<p>We want to ensure children who are not getting opportunity to read at home have more opportunity at school. We know that high quality feedback is an effective way to improve attainment and is a suitable approach to embed across the school.</p> <p>We know that the structure of Talk for Writing has supported children's knowledge of text types and their ability to write for a purpose.</p> <p>Accelerated Reader has a proven track record in improving children's comprehension skills.</p> <p>We know from research that a Mastery Approach to Maths will support</p>	Use INSET days and staff meeting time to deliver training	English Lead Assessment Lead	Termly
<b>Total budgeted cost</b>					£15,000
<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>Staff lead</b>	<b>When will you review implementation?</b>
a. Reading, Writing and Maths Attainment in-line with pupils not eligible for PP	1-1 and small group support using evidence-based maths, English interventions and Phonics Groups (R-Y2)	Identified children require targeted intervention in order to diminish the difference in their attainment. Plus1 and Power of 2 maths interventions are	Support staff identify allocated intervention time to ensure provision and delivery time	UKS2 Phase Leader Assistant Head Teacher for KS1/EYFS KS1/2 class teachers	Termly

b. Low and middle attaining pupils making sustained progress		evidenced to move understanding forward; Stareway to Spelling, pre-teaching and 1-1 tuition are all proved to have an impact. We also have intervention groups for high ability readers and handwriting			
<b>Total budgeted cost</b>					£75, 000
<b>III. Other approaches</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>Staff lead</b>	<b>When will you review implementation?</b>
c. Social emotional well being and resilience of pupils is supported	Nurturing Provision, Art Groups, Counselling	We know that in order for our children to be ready to learn they need to have an outlet for their worries and concerns	Continual communication with external counsellor where confidentiality allows	Inclusion Lead	Termly
<b>Total budgeted cost</b>					£30,000