

Lillington Nursery and Primary School Pupil premium strategy statement

Information for Parents/ Carers about the Pupil Premium

The Pupil Premium is additional funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers.

The grant may be spent for the purpose of the school, for the educational benefit of pupils registered at the school, or on community facilities that benefit pupils at the school or their families.

The grant does not have to be spent in the financial year for which it is allocated, but can be carried forward to future financial years.

(DfE Guidance May 2014)

In the financial year 2018- 2019, funds are allocated to schools according to the number of pupils they had registered under the following categories:

- Ever 6 FSM (children registered as being entitled to free school meals in the last 6 years) = £1,320 per pupil
- CLA (Children Looked After) = £1,900
- Children who have ceased to be looked after by a local authority due to adoption, a special guardianship order, a child arrangement order or a residence order; Post LAC = £2,300
- Service Children (registered over the last 4 years) = £300 per pupil.

Schools are held accountable for the impact of Pupil Premium funding through performance tables and the Ofsted inspection framework.

1. Summary information					
School	Lillington Nursery and Primary School				
Academic Year	2018-19	Total PP budget	£165,900	Date of most recent PP Review	March 2017
Total number of pupils	314	Number of pupils eligible for PP	110+9	Date for next internal review of this strategy	March 2019

2. Current attainment (End of KS2- July '18)		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving in reading, writing and maths	18%	65%
% achieving in reading	59%	82%
% achieving in writing	29%	65%
% achieving in maths	35%	82%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Specific learning difficulties and concentration levels (resilience)
B.	Emotional needs preventing children from fully accessing learning opportunities
C.	Individual needs such as learning difficulties, attendance and social, emotional needs, parental engagement
External barriers (<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>	<i>Success criteria</i>
A.	Pupil Premium children with specific learning difficulties or with issues around concentration or resilience receive additional support, tailored to their specific needs.	Pupils maintain the expected standard or move closer to the expected standard.
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 all years by teacher assessments, end of key stage tests and successful moderation practices 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.

5. Planned expenditure					
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.					
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?	Staff lead	When will you review implementation?
a. Reading, Writing and Maths Attainment in-line with pupils not eligible for PP b. Low and middle attaining pupils making sustained progress	<ul style="list-style-type: none"> - Targeted writing CPD throughout the school - Support system in place for children that do not read at home - Review and implementation of feedback policy - Implementation of Talk for Writing - Implementation of Accelerated Reader in KS2 - Introduction of Power Maths 	<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. 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 children's problem solving ability</p>	<p>Use INSET days and staff meeting time to deliver training. Weekly monitoring of books. Weekly monitoring and lesson drop ins by Maths and English leads.</p>	Maths/ English Lead Assessment Lead	Termly
Total budgeted cost					£15,000

ii. 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?
a. Reading, Writing and Maths Attainment in-line with pupils not eligible for PP b. Low and middle attaining pupils making sustained progress	1-1 and small group support using evidence-based maths, English interventions and Phonics Groups (R-Y2) Targeted groups in Year 6 for maths and English led by HLTAs. Targeted Pixl group-for reading	Identified children require targeted intervention in order to diminish the difference in their attainment. Plus1 and Power of 2 maths interventions are evidenced to move understanding forward; Stareway to Spelling, pre-teaching and 1-1 tuition are all proved to have an impact.	Support staff identify allocated intervention time to ensure provision and delivery time	Inclusion lead English and maths leads	Termly
					£14,000-FB £26,833-KC £26,833-FN £25,714-MO £10,470- NP £103,850
Total budgeted cost					
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	When will you review implementation?
c. Social emotional well being and resilience of pupils is supported	Nurturing Provision, Lunch clubs, Counselling	Evidence supports the need to support children's emotional well-being and mental health in order to be ready to learn.	Senco to oversee Nurture provision and liaise with counsellor	Inclusion Lead Senco	Termly
	Resources to support learning breaks etc.	Evidence supports the need to support children's emotional well-being and mental health in order to be ready to learn.			
Total budgeted cost					Counselling-£12312 Nurture- £15390 Lunch club-£2850 Picnic club- £2375 Key adult support-£8000 Resources- £6123 £40,927