

Lakeside Primary School - Pupil Premium Statement of Impact 16/17

Action Plan for Spending 17/18

Executive Head	Jane Green	CoChair of Governors	Jason Coupland/Emily Parsons
Head of School	Joe Baker-Heath	PP Governor	Karen Philips

Pupil Premium Profile [2016-17]

% of eligible pupils:	197/594= 33%
Total pupil premium budget:	£268,500 (April 17-March 18)

In 2016/17 the school used the PPG funding in the following ways-

CPD for teaching staff to improve the quality of teaching in all 3 keys stages	CPD for support staff to improve the quality of support given to pupils	Office staffing to facilitate initiatives to improve the rates of attendance and reduce persistent absenteeism
Provision of safeguarding staff to support pupils and families with safeguarding issues	Pastoral staff to support pupils with social and emotional issues	Provision of intervention teachers to provide 1:1 and small group sessions for pupils
Provision of intervention teaching assistants to provide 1:1 and small group sessions for pupils / cover classes for teachers to provide	Contributions towards trips, visits, club attendance and residential	Provision of clothing and resources for school

Impact of spending in 2016/17 on

- quality of teaching which is good or better has increased by 14% good+
- vulnerable children/families supported
- attendance improved and persistent absenteeism reduced [see figures below]
- See data outcomes below for impact on attainment

KS2 Attainment 2017

KEY STAGE 2	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national 2016)</i>
% achieving EXPECTED in reading, writing and maths	20%	60%

% achieving EXPECTED in reading	27%	71%	
% achieving EXPECTED in writing	50%	79%	
% achieving EXPECTED in maths	37%	75%	
% achieving AT GREATER DEPTH in reading	0%	23%	
% achieving AT GREATER DEPTH in writing	7%	18%	
% achieving AT GREATER DEPTH in maths	3%	20%	
Progress score in reading	Awaiting Dashboard	0	
Progress score in writing	Awaiting Dashboard	0	
Progress score in maths	Awaiting Dashboard	0	
KS1 Attainment 2017			
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national 2016)</i>	
% achieving EXPECTED in reading	40%	78%	
% achieving EXPECTED in writing	25%	70%	
% achieving EXPECTED in maths	35%	77%	
% achieving AT GREATER DEPTH in reading	5%	27%	
% achieving AT GREATER DEPTH in writing	0%	16%	
% achieving AT GREATER DEPTH in maths	5%	20%	
Phonics Attainment 2017			
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national 2016]</i>	
% achieving EXPECTED in Y1 phonics	65%	83%	
% achieving EXPECTED in Y2 phonics (cumulative)	95%	93%	
EYFS Attainment July 2017			
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national)</i>	
% achieving EXPECTED GLD	48%	72%	

% achieving EXPECTED in reading	<i>50%</i>	80%	
% achieving EXPECTED in writing	<i>41%</i>	75%	
% achieving EXPECTED in maths	<i>68%</i>	80%	
Attendance for 2016/17	school	All pupils [nationally 2016]	
Absence % for PP pupils { % of sessions missed (cohort)}	7.51% (including rec) 6.97% (excluding rec)	3.9%	
Persistent absence % for PP pupils { % of pupils absent for 10% or more sessions}	32% (66/204 including rec) 29% (60/204 excluding rec)	8.8%	

Pupil Premium Action Plan 2017-18

Barriers to future attainment for PPG eligible pupils at our school

A	A history of teaching which has not been consistently good.
B	Slow progress rates made by pupil premium children particularly in key stage 2
C	Low levels of vocabulary and low levels of verbal communication skills on admission to school in all year groups
D	Pupils and their families have a lack of aspirations for their futures reducing their motivation and commitment to learning
E	Pupils' and their families have social & emotional difficulties, including medical and mental health issues
F	Pupils' have limited experiences beyond their home life and immediate community
G	Low attendance and persistent absenteeism

Desired outcomes in relation to each priority/barrier

Desired outcome		Approach chosen to achieve and reason for selection
A	Every child receives teaching which is consistently good and increasingly contains outstanding elements in every classroom every day.	CPD for Quality First Teaching / mentoring and coaching support as required- see research finding of John Dunford 'using the pupil premium effectively: an evidence based approach to closing the gap'. Successful strategy from 16/17 action plan.
B	Disadvantaged pupils maintain at least the expected standard of attainment at the end of F2, Yr 2 and Y6; those who 'fallen behind' make accelerated progress and 'catchup' or exceed prior attainment standards. Those who achieve expected standards or better are	Quality /at least good teaching in all classes every day. Provision of interventions and challenge teaching for children identified as needing to catch-up - see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully

	supported to at least maintain these.	
C	Disadvantaged pupils develop an extensive vocabulary and use this vocabulary confidently to hold conversations and engage in learning	Delivery of initiatives in SSIF-1 Project with DTSA /SLEs to including provision of language rich environment direct teaching of vocabulary English lessons, use of 'Accelerated Reader' Scheme - see 'Evidence of Impact' evaluations on 'E. of I.' website.
D	Disadvantaged pupils have aspirations for and knowledge of career options; raised awareness of the qualifications and training needed to achieve them; the desire and motivation to achieve personal academic goals.	Provision of a range of activities to; extend pupils knowledge of career options; raise awareness of the qualifications and training needed to achieve them; develop the desire and motivation to achieve personal goals. See educational research and government publications: the-pupil-premium-how-schools-are-spending-the funding-successfully.
E	Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated - families are also supported	Provision of a range of support staff to remove or alleviate individual social, emotional and health barriers including provision of 'Time to Talk' sessions weekly see www. Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the funding-successfully .
F	Pupils have a breadth of experiences that enable them to contextualize their learning	Provision of a range of initiatives to extend children's experiences see www. Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the funding-successfully . Education Endowment Trust Toolkit
G	Absence & persistent absentee rates are at least in line with national	Deployment of administrative and pastoral staff to support families to improve attendance and eradicate persistent absenteeism see www. Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the funding-successfully .

Planned expenditure						
Academic year	2017-18					
Barrier to remove	Desired outcome	Actions needed to achieve	Monitoring steps	Staff lead	Cost	Review date
A - A history of teaching which has not been consistently good.	Every child receives teaching which is consistently good and frequently contains outstanding elements in every classroom, every day.	Lesson observations focus on feedback to improve. CPD/ coaching provided in any areas where this is identified as useful. Learning from SSIF Project delivered by SLEs shared across school. Improve our use of AfL to inform our next steps for learners and to identify interventions needed.	Lesson observations by SLT [with moderation by SSIO] show increasing %s of outstanding practices seen. Triangulated standards show teaching good and over 25% O/S by year end.	SLT SSIO	£60,000 asst. heads coaching and cover capacity.	12.17 4.18 7.18
B - Slow progress rates made by pupil premium children particularly in key stage 2	Disadvantaged pupils maintain at least the expected standard of attainment at the end of F2, Yr. 2 and Y6; those who 'fallen behind' make accelerated progress and 'catchup' or exceed	Continual raising of teachers' expectations of PP pupils and provision of challenge for these chd in all lessons [focus of all lesson observations] Teacher appraisal objective for pupil progress will be focused primarily on PP children to make accelerated progress.	Half termly book trawls by SLT and assessment data analysis at each of the four assessment points shows disadvantaged pupils are either; at least maintaining their F2/KS1 position if at expected standard or	SLT+ Maths and English Leads	£142,560 for additional teaching & TA capacity for boosting and in class support in am's.	AP1- 10.11.17 AP2- 26.1.18 AP3- 20.4.18 AP4- 29.6.18

	prior attainment standards. Those who achieve expected standards or better are supported to at least maintain these.	Provision of teacher led [wherever possible] interventions and small group sessions to ensure disadvantaged pupils keep-up and catch-up.	higher; making accelerated progress to at least return to this standard or making accelerated progress to improve on the F2/KS1 position as this was low.			
C - Low levels of vocabulary and low levels of verbal communication skills on admission to school in all year groups	Disadvantaged pupils develop an extensive vocabulary and use this vocabulary confidently to hold conversations and engage in learning	Increase pupil to adult ratios to support language acquisition and development in all key stages. Language intervention programmes for targeted pupils. (Early Talk Boost for EYFS, S&L internal intervention programmes) Speech/Language link any PP pupil whose language level is of a concern. Dedicated 'story times' for all classes. Implementation of SSIF initiatives via SLE inc. Use of 'Accelerated Reader Scheme, vocabulary teaching, language rich environment.	Comprehension quizzes in Acc. Reader show above expected progress made by PP chd. F1 and F2 assessments show 10% improvement in 7.18 End of term assessments show 5% improvement each term for PP only group in speaking skills	SLT/Senco + Eng leads	SSIF to fund Additional £5,000 for accelerated reader S&L expert TA £7500	12.17 4.18 7.18

<p>D - Pupils and their families have a lack of aspirations for their futures reducing their motivation and commitment to learning</p>	<p>Disadvantaged pupils have aspirations for and knowledge of career options; raised awareness of the qualifications and training needed to achieve them; the desire and motivation to achieve personal academic goals.</p>	<p>Year 6 graduation ceremony introduced inc. dignitary to present and gowns Careers workshops and visits to increase knowledge of career options and training/qualifications needed Introduction of personal development lessons in upper KS2 to develop motivation Assembly theme for the Aut term 'Aspirations' and staff personal story. Review of PSHE curriculum to promote aspirations.</p>	<p>End of year questionnaires by year 5 and 6 chd. show good awareness of future options, chd can verbalise their plans for their future inc. FE options High attendance by Y6 parents at graduation ceremony.</p>	<p>SLT/ JSn PSHE lead/ All staff leading assemblies</p>	<p>£3000</p>	<p>12.17 7.18</p>
<p>E - Pupils' and their families social & emotional difficulties, including medical issues</p>	<p>Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated</p>	<p>Provision of safeguarding manager in school to address specific needs for pupils and work with social care as needed. Delivery of specific programmes for vulnerable pupils and parenting programme. Partnership working with health, ed. psych, social care for targeted pupils.</p>	<p>Families confidentially feedback that they feel well supported during social care issues. Families on support plan are reduced to CIN stage Families actively seek support from school to reduce need for social care agency</p>	<p>LK/MP/RM HM- behaviour lead GN/DL/MM/HL</p>	<p>£13000 £1500 £27,000</p>	<p>12.17 4.18 7.18</p>

		<p>Provision of Key worker time to learners.</p> <p>Provision of behaviour support manager for chd where behaviour impacts on learning.</p>	<p>involvement.</p> <p>Standards of attainment improve by at least 20% in KS2 SATS in all 3 subjects for PP pupils in 2018 tests</p> <p>Time to Talk sessions termly tracking show continual high levels of engagement.</p> <p>Behavior logs show 5% reduction per term in PP chd involved in significant behavior issues.</p>			
<p>F -Pupils' limited experiences and their lack of ability to make their learning real and contextualised</p>	<p>Pupils have a breadth of experiences that enable them to contextualize their learning</p>	<ul style="list-style-type: none"> • A range of curriculum enrichment activities provided beyond the classroom • Visits to or out of school to enhance/support topic learning • Year 5 residential to be offered to all PP learners at subsidised cost. • Focus on ensuring our delivered curriculum is 	<p>Database of participation in activities beyond the classroom e.g. after school clubs, competitive sports activities, shows PP participation at least equal to school %</p> <p>PP chd take part in all trips and residential with subsidies as</p>	<p>SLT</p>	<p>£20 per PP chd = £3,940</p>	<p>12.17</p> <p>4.18</p> <p>7.18</p>

		done through real-life, engaging activities and strategies	required. Lesson observations show high levels of engagement with learning by PP chd which results in embedded learning seen in summative assessments.			
G - Low attendance and persistent absenteeism	Absence & persistent absentee rates are at least in line with national	Provision of attendance officer to visit families with <90% before school and when absent. Provision of family support to provide help with attendance issues. Parents made aware of expected attendance levels. Partnership working with EWO re pupils <90%. Increased rewards for improving and good attendance.	Targets: 2016-17 PP PA - 29% in 2017-18 each half term a reduction of 2% so we are closer to the National All of 8.8%. Half termly tracking by attendance officer reported to PP Champion governor Termly attendance (incl persistent absentee of PP pupils) report to governors with year group totals.	MP/RM/PM	PM attendance officer - £5000.00	20.10.17 15.12.17 16.2.18 22.3.18 24.5.18 13.7.18

This plan will be reviewed and refocused following end of assessment point data collection in Nov17, Jan 18, April 18 and June18.

Review of impact of 2017/18 plan.

IMPACT ON BARRIERS to complete in 2018

Barrier identified	Desired outcome identified	Outcomes achieved - lessons learnt
A history of teaching which has not been consistently good.	Every child receives teaching which is consistently good and increasingly contains outstanding elements in every classroom every day.	
Slow progress rates made by pupil premium children particularly in key stage 2	Disadvantaged pupils maintain at least the expected standard of attainment at the end of F2, Yr 2 and Y6; those who 'fallen behind' make accelerated progress and 'catchup' or exceed prior attainment standards. Those who achieve expected standards or better are supported to at least maintain these.	
Low levels of vocabulary and low levels of verbal communication skills on admission to school in all year groups	Disadvantaged pupils develop an extensive vocabulary and use this vocabulary confidently to hold conversations and engage in learning	
Pupils and their families have a	Disadvantaged pupils have	

lack of aspirations for their futures reducing their motivation and commitment to learning	aspirations for and knowledge of career options; raised awareness of the qualifications and training needed to achieve them; the desire and motivation to achieve personal academic goals.	
Pupils' and their families have social & emotional difficulties, including medical and mental health issues	Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated - families are also supported	
Pupils' have limited experiences beyond their home life and immediate community	Pupils have a breadth of experiences that enable them to contextualize their learning	
Low attendance and persistent absenteeism	Absence & persistent absentee rates are at least in line with national	

Impact on Attainment in 2018

Number of Y6 PP pupils in 207-18 cohort =	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving EXPECTED in reading, writing and maths		
% achieving EXPECTED in reading		
% achieving EXPECTED in writing		
% achieving EXPECTED in maths		
% achieving AT GREATER DEPTH in reading		

% achieving AT GREATER DEPTH in writing		
% achieving AT GREATER DEPTH in maths		
Progress score in reading		0
Progress score in writing		0
Progress score in maths		0
KS1 Attainment 2016		
Number of Y2 PP pupils in 2015-16 cohort =21/59 36%	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving EXPECTED in reading		
% achieving EXPECTED in writing		
% achieving EXPECTED in maths		
% achieving AT GREATER DEPTH in reading		
% achieving AT GREATER DEPTH in writing		
% achieving AT GREATER DEPTH in maths		
Phonics Attainment 2016		
Y1 PP pupils in 2015-16 = 22/58 38% Y2 PP pupils in 2015/16 = 20/57 35%	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving EXPECTED in Y1 phonics		
% achieving EXPECTED in Y2 phonics (cumulative)		
EYFS Attainment July 2016		
Number of FS2 PP pupils in 2015-16 cohort = 10/39 26%	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving EXPECTED GLD		
% achieving EXPECTED in reading		
% achieving EXPECTED in writing		

% achieving EXPECTED in maths		
Attendance for 2017/18	School	All pupils nationally
Absence % for PP pupils		
Persistent absence % for PP pupils		