



## Lacey Gardens Junior School Pupil Premium

2016 -2017

1. Summary information					
<b>School</b>	Lacey Gardens Junior School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£209,880	<b>Date of most recent PP Review</b>	March 2016
<b>Total number of pupils</b>	314	<b>Number of pupils eligible for PP</b>	159	<b>Date for next internal review of this strategy</b>	April 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving age related expectations in reading July 2016</b>	52	71
<b>% achieving age related expectations in writing July 2016</b>	46	79
<b>% achieving age related expectations in maths July 2016</b>	56	75

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 poor oral language skills</i> )	
<b>A.</b>	Learning - attainment in reading, writing and maths
<b>B.</b>	SEND differences – ASD, ADHD, ODD, Dyslexia etc
<b>C.</b>	Social / emotional wellbeing ( undiagnosed )
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance
<b>E.</b>	Family circumstance – TAC, CIN, CP
<b>F.</b>	Parental support for learning and aspirations

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Progress for all PP children is raised from previous years	All PP children who are not SEN achieve ARE in R W M
<b>B.</b>	Raised Attainment for PP children in R W M	At least in line with none PP children All PP children have accessed inspirational learning experiences
<b>C.</b>	Aspirations of HA PP children are raised	Increased number of HA PP children achieve greater depth
<b>D.</b>	Staff working with parents to increase engagement and raise aspiration'	Outcomes improve for all groups – PP parents attend parents evening, Exit Points and workshops etc
<b>E.</b>	All PP children social and emotional needs are addressed	All PP children have a clear, known route to access individual social and emotional support
<b>F.</b>	All PP attendance rates are raised and the number of PP children in PA is reduced	Whole school attendance is 96% The gap between PP and NPP children's attendance / and the number of PP and NPP children in PA is closed

5. Planned expenditure					
Academic year	2016-2017				
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?
<p>All children access high quality teaching and learning via an inclusive curriculum</p> <p>Pupil progress is maximised (and with their parents) overcome barriers to learning</p> <p>Provide early intervention and support in class, small groups and 1:1 as appropriate</p> <p>Boost attainment for Y6 children in Reading and Y3 children in Phonics Expand intervention into Y4 and 5 throughout the year</p>	<p>Teaching and Learning Support Assistants throughout the school</p> <ul style="list-style-type: none"> <li>- <i>Reading support identifying gaps in phonic knowledge, reading skills and comprehension.</i></li> <li>- <i>Opportunities for reading aloud and discussing books, explicitly extending pupils' spoken vocabulary; and the use of structured questioning to develop reading comprehension.</i></li> <li>- <i>Catch the Bus style intervention</i></li> <li>- <i>In class support for English and Maths</i></li> <li>- <i>Dedicated Pupil Premium Champions supporting in each year group</i></li> <li>- <i>Dedicated maths and English TAs</i></li> </ul>	<p>The EEF Toolkit, identifies improving effective reading comprehension strategies is an effective way to improve attainment across all subjects</p>	<p>PPA sessions CT/ TA opportunity for feedback and discussion</p> <p>Pupil Progress meetings</p> <p>Monitoring of intervention sessions</p> <p>Flexible groupings</p> <p>Monitoring of intervention outcomes</p> <p>Appropriate resources available / dedicated areas for intervention to take place</p> <p>Links to Project</p> <p>Mobilise</p> <p>Staff meetings</p> <p>Monitoring</p>	<p>KS SLT CTs</p>	<p>April 17</p>

Children are emotionally / socially prepared on the day of key assessments including Y6 SATs breakfast	Provide breakfast all Y6 children Staff, if needed, are available to collect children for SATs in school	Skipping breakfast may diminish mental performance. Eating breakfast may aid learning, as you are better able to pay attention and are more interested in learning.  Eating high-fibre breakfast cereals reduces fatigue.	SATs outcomes Monitor / respond to individual needs	LS JN AR	Summer 17
Raise motivation, self-esteem, and confidence. Ensure disadvantaged children have increased first hand experiences and remove the potential of any cost barrier Provide opportunities for first hand experiences to facilitate reflective writing	Curriculum Enhancement / Enrichment activities i.e. Poetry workshop, Theatre groups /visits Space Dome	This universal benefit is planned to reflect the falling income for vulnerable families as a result of the welfare reforms.	Pupil questionnaires Parental engagement Evidence in books Diary entries Year Group Logs Parental responses from Exit Points	SLT	Summer 17
Ensure that children are able to swim 25m Children experience swimming as a healthy and fun form of exercise	Subsidise 30 min swimming lessons for 10 weeks every year Provide swimming kits as required	Swimming improves Mental Health Water-based exercise improves mental health. Swimming can improve mood in children and it can decrease anxiety. Not only is swimming fun, but it's also a great aerobic exercise.	Assessment / achievement records for swimming  Awards / achievements celebrated in assembly	TG	Summer 17

<p>Children have access to a range of inspiring and pleasurable reading resources in a learning environment that is comfortable and fully resourced so that barriers to reading for pleasure are removed swiftly</p>	<p>New and fit for purpose reading areas within school</p> <p>Trial the use of e-readers in one year group (Y5)</p> <p>High quality texts / reading resources</p> <p>Whole class guided reading</p> <p>Engaging parents i.e. Y4 Reading Bingo</p>	<p>There is evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development Evidence also suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment. Reading enjoyment has been reported as more important for children’s educational success than their family’s socio-economic status. There is a positive link between positive attitudes towards reading and scoring well on reading assessments. Regularly reading stories outside of school is associated with higher scores in reading assessments. Evidence suggests that reading for pleasure is an activity that has emotional and social consequences. Other benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge</p>	<p>Staff meetings Learning Environment audits Pupil questionnaires Evidence in reading journals Assessments PPM</p>	<p>AR LS</p>	<p>Summer 17</p>
<b>Total budgeted cost</b>					<p>£166 750</p>
<p><b>ii. Targeted support</b></p>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>

<p>Reduce/ remove attendance barriers for disadvantaged pupils, with EWO support where necessary</p> <p>Improve school attendance to 96%+ and Reduce the incidence of persistent lates and absences.</p> <p>Progress of eligible pupils improves and leads to the attainment gap closing</p>	<p>Attendance is positively supported and absences challenged where appropriate</p> <p>Incentive and reward schemes for attendance</p> <p>i.e. Termly In it to Win It reward for 98% attendance</p> <p>Termly rewards for 100% attendance</p> <p>EWO commissioned</p>	<p>Early Intervention is recognised as best practice approach to help families most in need, providing support to help families engage with school with an aim to improve outcomes for children</p>	<p>Implementation of Attendance Policy. Half termly monitored attendance. Attendance to be celebrated with children in assembly</p> <p>Social media and website to celebrate success</p> <p>Attendance display</p>	<p>KS</p>	<p>Half termly</p>
<p>Aspirations of HA PP children are raised</p>	<p>Implement Mobilise Project – Making the Best Use of TAs</p> <p>Intervention / class target groups targeted at HA pupils</p>	<p>Raise on-line MITA survey</p>	<p>PPM</p> <p>Staff meetings</p> <p>Mobilise training</p> <p>Book scrutiny</p> <p>Moderation</p>	<p>LS</p> <p>JN</p> <p>KS</p>	<p>Half termly</p>
<p>Children have early access to specialist support so that barriers to learning are removed swiftly</p>	<p>Stay safe counselling and personalised programmes delivered by school counsellor</p>	<p>Good mental and emotional wellbeing is an integral part of children and young people’s holistic development. When this development is inhibited, counselling can be an effective and important resource. The aims of counselling are to assist the child or young person to achieve a greater understanding of themselves and their relationship to their world, to create a greater awareness and utilisation of their personal resources, to build their resilience, and to support their ability to address problems and pursue meaningful goals.</p>	<p>Referral process for children to receive this support</p> <p>Written consent sought from parents</p> <p>Regular discussion and liaison between staff, counsellor and parents</p> <p>Counsellor to provide End of Involvement report</p>	<p>KS</p>	<p>Ongoing</p>

Interventions and alternative provisions for children with emotional or behavioural difficulties are swiftly implemented	Lunchtime Clubs	Evidence suggests that behaviour / social interventions can produce large improvements in academic performance along with a decrease in problematic behaviours	Consistent staffing Appropriate room/ resources Reduced incidents of concerning behaviour at lunchtime are reported Pupil questionnaires SEND Reviews	KS / TAs	Termly
Provide early intervention to maximise pupil progress in Maths, delivered by appropriately trained staff	Evidence based Maths intervention package available throughout the school	Interventions can be more effective if introduced at an early stage: this can help to reduce 'mathematics anxiety'. The quality of teaching assistants' interventions for pupils with mathematical difficulty is positively impacted by training	Maths intervention lead attends appropriate training Intervention outcomes are increased Assessments points	Year Group Teachers TM/HW	Termly
Raise and accelerate progress and attainment in a targeted group of Y6 children	Easter School Intensive, well-resourced, small group tuition by experienced teachers.	Evidence suggest that children attending classes during the holidays make additional progress in their learning	PPA sessions CT to target appropriate groups Pupil Progress meetings Flexible groupings Well proven staff to deliver the intervention Appropriate resources available Clear academic focus	Year 6 SLT	Summer 17

Maximise pupil progress (and with their parents) overcome barriers to learning Provide early intervention and support in class, groups and 1:1 as appropriate	Provide 1:1 support for a child with significant / complex needs whilst EHC plan assessment completed	EP advise is that support for this child is increased to the maximum possible in order to promote a trusting relationship / in order that engagement with learning and the social scene can be promoted	Regular observations and advice from appropriate external agencies PPM Tracking	KS	Jan 17
Children's learning potential is fully understood to raise progress and attainment and eradicate underachievement	STAPS assessments EP observation, assessments and feedback		All relevant staff and parents fully involved in the decision to access, the main focus of assessments are agreed prior to the assessment and all findings are shared. Implications for future support / challenge, identified	KS	March 17
<b>Total budgeted cost</b>					£32 220
<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>
<b>Total budgeted cost</b>					£