



## Lacey Gardens Junior School Pupil Premium 2017 -2018

1. Summary information					
<b>School</b>	Lacey Gardens Junior School				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£213,840 £ 600 £ 5700	<b>Date of most recent PP Review</b>	Sept 2017
<b>Total number of pupils</b>	366	<b>Number of pupils eligible for PP</b>	164 2 Service 3 Post LAC 5 LAC	<b>Date for next internal review of this strategy</b>	Mar 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving age related expectations in reading July 2017		
% achieving age related expectations in writing July 2017		
% achieving age related expectations in maths July 2017		

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 / <b>progress</b> in reading, writing and maths
<b>B.</b>	Behaviour, social and emotional concerns of some disadvantaged pupils can affect attainment and progress
<b>C.</b>	SEND differences – ASD, ADHD, ODD, Dyslexia etc
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance and punctuality of some disadvantaged pupils
<b>E.</b>	Family circumstance – TAC, CIN, CP, including levels of deprivation – increasing safeguarding concerns and families who require support
<b>F.</b>	Parental support for learning and aspirations

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Raise attainment / progress in reading, writing and maths – especially in Y6?	All PP children who are not SEN achieve ARE in R W M (At least in line with none PP children) All PP children have accessed inspirational learning experiences Increased number of HA PP children achieve greater depth Aspirations of PP children and their parents are raised All teachers have high academic expectations Effective interventions in place (in appropriately resourced and laid out learning environments) All PP children access enrichment activities / experiences Targeted PP children in Y3 have access to specialist phonics teacher Children reading for pleasure is evident throughout the school Pupil premium champions support PP children to identify and overcome barriers to learning
<b>B.</b>	Improve behaviour, social and emotional wellbeing	School is a caring supportive environment All PP children have a clear, known route to access individual social, behavioural and emotional support – known key adult (Pupil Premium Champion) Effective pastoral and behavioural, social and emotional wellbeing support in place throughout the school

		<p>Effective small group and individual interventions are in place (in appropriately resourced and laid out learning environments) throughout the school</p> <p>Alternatives provisions are in place for targeted children at lunchtime when required</p> <p>Staff training in behaviour management techniques / intervention is implemented at the earliest opportunity</p> <p>Individual PP children receive counselling</p>
<b>C.</b>	SEND needs are identified and met – ASD, ADHD, ODD, Dyslexia etc.	<p>SEND PP children attain and make progress at least in line with none PP SEND children</p> <p>SEND needs are identified and met</p> <p>Parents / children are supported in attending medical appointments by school staff</p> <p>Effective / appropriate small group and individual interventions are in place</p> <p>Staff are appropriately trained in effective ways to support children with SEND</p> <p>Resources are routinely available in school to support a range of individual needs</p>
<b>D.</b>	Attendance and punctuality of disadvantaged pupils is raised	<p>Whole school attendance is 96%</p> <p>The gap between PP and NPP children's attendance / and the number of PP and NPP children in PA is closed</p> <p>Attendance monitoring is thorough and effective</p> <p>Caring supportive environment where children want to attend and feel safe is evident throughout school</p> <p>Clear focus and drive on rewarding good attendance permeates throughout the school</p> <p>Appropriate challenge and support to necessary families is evident</p>
<b>E.</b>	All safeguarding concerns and families who require support via TAC, CIN, CP, including levels of deprivation are swiftly addressed	<p>School is a healthy environment – children have additional access to healthy snacks/ nutrition, exercise, health routines,</p> <p>Targeted pastoral support to capture voice of the child is embedded throughout the school</p> <p>Early and effective interventions with pupils and families causing concern is planned, delivered and reviewed</p> <p>Effective recording and monitoring details support / challenge over an appropriate period of time</p> <p>Appropriate (effective and rapid) liaison with outside agencies to support children and their families</p> <p>Staff ensure all pupils can access school functions / opportunities (regardless of ability to pay)</p> <p>All staff have a clear understanding of safeguarding pathways</p>
<b>F.</b>	Parental support for learning and aspirations for their children are raised	<p>Outcomes improve for all groups – PP parents attend parents evening, Exit Points and workshops etc</p>

5. Planned expenditure					
Academic year	2017-2018				
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><b>Raise attainment / progress in reading, writing and maths – ( Key priority in SIP)</b></p> <p><b>SEND needs are identified and met</b></p> <p><b>Improve behaviour, social and emotional wellbeing</b></p>	<p>Improved effective data and gap analysis, through improved pupil progress monitoring - monitoring progress and identifying and targeting pupils in danger of making below acceptable progress</p> <p>Provide targeted CPD and professional support to staff – including TCI</p> <p>Increased staffing in one Y6 class to meet a range of needs Inspirational learning experiences, with high academic expectations</p> <p>Active lessons delivered frequently /Use of outdoor learning environment</p> <p>Interventions in Reading, Writing (including phonics in Y3) and Maths– led by both qualified teachers and/or TAs</p> <p>Specific TAs responsible for Reading intervention, Writing intervention and Maths intervention</p> <ul style="list-style-type: none"> <li>- Catch the Bus style intervention</li> <li>- In class support</li> <li>- Small group / individual intervention</li> </ul> <p>Pupil Premium Champions identifying and removing barriers to learning support in each year group - including capturing child's voice, supporting attendance and punctuality</p> <p>Distributed practice, retrieval practice and multiple choice questioning - rationale/reason</p>	<p>Neuroscience research on 'desirable difficulties' 'Neuroscience for Teachers' by Richard Churches, Eleanor Dommett and Ian Devonshire, and linked to the school's 'Mobilise Choice' category of cognitive theory and memory led by LLP and LTT.</p>	<p>% of pupils working at year group expectations increases in line with milestone targets set at the start of the academic year</p> <p>Increased number of HA PP achieve greater depth</p> <p>Improved PPA sessions CT/ TA opportunity for feedback and discussion</p> <p>Pupil Progress assessments and monitoring - Pupils in danger of not making good progress are routinely highlighted and a suitable intervention established</p> <p>Monitoring of intervention sessions /outcomes</p> <p>Appropriate resources available / dedicated areas for intervention to take place</p> <p>Links to Project Mobilise</p> <p>Intervention in line with year group needs and targets</p> <p>Staff training evident i.e. behaviour management techniques / intervention is implemented at the earliest opportunity</p>	<p>SLT</p> <p>CTs</p> <p>Subject leaders</p>	<p>Termly</p> <p>Final review Mar 18</p>
<p><b>Improve behaviour, social and emotional wellbeing</b></p> <p>Children are emotionally / socially prepared on the day of key assessments - Y6 SATs breakfast</p>	<p>Provide breakfast all Y6 children Staff, if needed, are available to collect children for SATs in school</p>	<p>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.</p>	<p>SATs outcomes Monitor / respond to individual needs Behaviour incidents are minimised. Pupils receive food before school / tests start. Attendance and punctuality of selected pupils improves.</p>	<p>Y6 Staff</p>	<p>July 17</p>
<p><b>Raise attainment / progress in reading, writing and maths – ( Key priority in SIP)</b></p> <p>Ensure disadvantaged children have increased first hand experiences and remove the potential of any cost barriers Provide opportunities for first hand experiences to facilitate reflective writing Raise motivation, self-esteem, and confidence.</p>	<p>Curriculum Enhancement / Enrichment activities i.e. year group visits, sporting opportunities, after school provision, visitors to school – Shakespeare</p> <p>Inspirational learning experiences are regularly provided</p>	<p>This universal benefit is planned to reflect the falling income for vulnerable families</p>	<p>Pupil questionnaires Parental engagement Evidence in books Diary entries Year Group Logs Parental responses from year group Showcases % of pupils working at year group expectations increases in line with milestone targets set at the start of the academic year</p>	<p>Year group leads SLT</p>	<p>April 17</p>

<p><b>Improve behaviour, social and emotional wellbeing</b> Ensure that children are able to swim 25m Children experience swimming as a healthy and fun form of exercise</p>	<p>Subsidise 30 min swimming lessons for 10 weeks every year Provide swimming kits as required – no child excluded</p>	<p><b>It Improves Mental Health</b> 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.</p>	<p>Assessment / achievement records for swimming  Awards / achievements celebrated in assembly</p>	<p>TG</p>	<p>July 17</p>
<p><b>Raise attainment / progress in reading, writing and maths – (Key priority in SIP)</b>  Children have access to a range of inspiring and pleasurable English 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  High quality texts / reading resources  Whole class guided reading  Engaging parents in reading activities  English intervention room created and well resourced</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 Year group Blogs Governor's logs</p>	<p>AR LS AM KW SS AM</p>	<p>Termly  Final review Mar 18</p>
<p><b>Improve behaviour, social and emotional wellbeing</b>  To promote active playtimes and lunchtimes</p>	<p>Outdoor gym available for all children to access during unstructured times but also during lessons as appropriate – i.e. for a quick release of energy,</p>	<p>Helping children to flourish requires us to encourage their physical activity. Physical activity is healthy, fun, often sociable and can really make them feel good about themselves! It will improve their capacity to learn and enjoy their life. Obesity crisis document</p>	<p>Outdoor gym is used daily – the equipment is respected and used appropriately  Reduction in playground incidents  Children actively engaged in physical activity and having fun</p>	<p>LS/ TG</p>	<p>March 18</p>
<b>Total budgeted cost</b>					
<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>

<p><b>Attendance and punctuality of disadvantaged pupils is raised</b></p> <p><b>Raise attainment / progress in reading, writing and maths</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. Progress of eligible pupils improves and leads to the attainment gap diminishing</p>	<p>Caring supportive environment where children want to attend and feel safe is evident throughout school</p> <p>Monitoring of attendance in line with attendance policy</p> <p>Incentive and reward schemes for attendance i.e. Termly In it to Win It reward for 98% attendance Termly rewards for 100% attendance Attendance is positively supported and absences challenged where appropriate</p> <p>EWO commissioned</p> <p>Attendance of disadvantaged pupils to be monitored and interventions to take place as required.</p> <p>In school, attendance challenges throughout the year – targeted at specific groups PP SLT Monitoring role</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>The % of pupils in PA (90% and below) to be 8% or lower, and be below the average level for similar schools nationally.</p> <p>Overall absence is around the same as the national average for similar schools.</p> <p>Implementation of Attendance Policy. Half termly monitored attendance. Attendance to be celebrated with children in assembly Social media and website celebrate success in attendance</p> <p>Governors review</p>	KS	Half termly
<p><b>Raise attainment / progress in reading, writing and maths</b></p> <p><b>Improve behaviour, social and emotional wellbeing</b></p> <p><b>Attendance and punctuality of disadvantaged pupils is raised</b></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>Pupil Premium champions trained to at least Level 1 standard</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>All PP children have a clear, known route to access individual social, behavioural and emotional support – known key adult (Pupil Premium Champion)</p>	KS	Ongoing
<p><b>Improve behaviour, social and emotional wellbeing SEND needs are identified and met</b></p> <p>Swiftly implement interventions when a need is identified</p>	<p>Social, emotional and mental health Intervention TAs deliver effective pastoral and behavioural, social and emotional wellbeing support. Effective small group and individual interventions are in place (in appropriately resourced and laid out learning environments) throughout the school</p> <p>Alternative provisions are in place for targeted children at lunchtime when required</p>		<p>Reduced incidents of concerning behaviour throughout of the school day Pupil questionnaires</p>	SLT	Termly Final review Mar 18
<p><b>Raise attainment / progress in reading, writing and maths –</b> Raise and accelerate progress and attainment in a targeted group of Y6 children</p>	<p>Easter School Intensive, well-resourced, small group tuition by experienced teachers.</p>			AR	July 18
<p><b>Raise attainment / progress in reading, writing and maths</b> <b>Improve behaviour, social and emotional wellbeing</b> <b>SEND needs are identified and met</b></p> <p>Maximise pupil progress overcome barriers to learning. Provide early intervention and support in class, groups and 1:1 as appropriate</p>	<p>Provide 1:1 support for significant / complex needs whilst EHC plan assessment completed</p> <p>Provide 1:1 support for post LAC child – transition work, managing emotions / feelings</p> <p>Provide 1:1 support for service child – daily opportunity for playtime / lunchtime review</p>	<p>EP and other supporting agencies advise this strategy</p>		KS	Termly Final review Mar 18
<p><b>Raise attainment / progress in reading, writing and maths</b> <b>SEND needs are identified and met</b></p> <p>Children’s learning potential is fully understood to raise progress and attainment and eradicate underachievement</p>	<p>Any unmet learning needs are fully assessed / explored to provide appropriate future provision STAPS assessments EP observation, assessments and feedback</p>			KS	Termly Final review Mar 18

<b>Raise attainment / progress in reading, writing and maths SEND needs are identified and met</b>	<p>Qualified teacher and/or TAs dedicated to each year group to provide early/ effective / appropriate small group and individual interventions for SEND pupils</p> <p>Key member of staff available to support / take parents to medical appointments regarding their child i.e. paediatric appointments</p> <p>Staff are trained in effective ways to support children with SEND</p> <p>Resources purchased / available as required</p>	Resources recommended by outside agencies	<p>NQTs receive Dyslexia training</p> <p>All CTs/ TAs trained in supporting children with ASD (to at least level 1 with TWTT)</p> <p>Precision teaching revisited</p>	KS	<p>Termly</p> <p>Final review Mar 18</p>
<b>Total budgeted cost</b>					£
<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>All safeguarding concerns and families who require support via EH, TAC, CIN, CP, including levels of deprivation are swiftly addressed / implemented</b>	<p>EHA completed to identify family needs</p> <p>All SLT have two-day safeguarding training</p> <p>DSL attends all multiagency meetings</p> <p>Staff regularly capture the voice of the child which is relayed into multiagency meetings</p> <p>Pupil premium champions</p> <ul style="list-style-type: none"> <li>- support individual children through difficult periods – aiming to raise self-esteem, aspirations etc</li> <li>- are readily available to individual children whenever the child feels they need support</li> <li>- endeavour to remove barriers to learning that may not be addressed by the child's parents /guardians</li> </ul> <p>PP SLT Monitoring role</p>			KS	Ongoing
<b>Parental support for learning and aspirations for their children are raised</b>	<p>Promote high aspirations at all opportunities – parents evening, showcase events etc</p> <p>Language and logic Club</p> <p>Workshops for parents</p> <p>Writing Cafes</p> <p>Funky Fit</p> <p>Reading Bingo</p>		<p>Monitor</p> <p>Parental surveys / feedback</p>	LS	<p>Termly</p> <p>Final review Mar 18</p>
<b>Total budgeted cost</b>					£

6. Review of expenditure				
Previous Academic Year		September 2015 – July 2016		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

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#### 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)