

Luttons CE School
PUPIL PREMIUM STRATEGY

1. Summary information					
School	Luttons Community Primary School				
Academic Year	2018-2019	Total PP budget (3 terms*)	£15,200	Date of most recent PP Review	September 2018
Total number of pupils (incl UFS)	29	Number of pupils eligible for PP	11	Date for next internal review of this strategy	Termly Spring 2019

* - this assumes that funding will continue after April 2019

2. Current academic outcomes						
	School 2017			National 2016		
	PP	NPP	Diff	PP	NPP	Diff: Sch PP - Nat NPP
EYFS - % Reaching Good Level of Development 2017-18	n/a	100%	n/a	54%	72%	-32%
% that achieved the threshold 32/40 to pass the Phonic Screening test (Yr1)	67%	50%	+17%	70%	83%	-33%
KS1 - % Reaching Expected Standard 2017-18						
Reading	0%	100%	-100%	62%	78%	-13%
Writing	0%	100%	-100%	53%	70%	-15%
Mathematics	33%	100%	-77%	60%	77%	-6%
R, W & M	0%	100%	-100%	NA	NA	NA
KS2 - % Reaching Expected Standard 2017-18						
Reading	50%	100%	0%	53%	72%	-25%
Writing	100%	100%	0%	64%	79%	-14%

Mathematics	100%	100%	0%	58%	76%	-18%
GPS	100%	100%	0%	61%	78%	-18%
R, W & M	50%	100%	-50%	39%	60%	-21%
KS2 - Average Scaled Score 2017-18						
Reading				100	104	-5.6
Grammar, Punctuation and Spelling				102	105	-5.9
Mathematics				101	104	-5.5
KS2 – Average Progress Score 2017-18						
Reading				-0.7	0.3	-5.3
Writing				-0.3	0.1	-0.6
Mathematics				-0.5	0.2	-4.7
3. Barriers to future attainment (likely characteristics of pupils eligible for PP) (I = issues to be addressed in school; E = issues which also require action outside school eg parental involvement)						
A	Below age-related speech and language skills on entry to EYFS, leading to delays throughout their school life (eg phonic skills in Y1) (E/I)					
B	Reduced attendance and punctuality (E/I)					
C	Lack of access to wider experiences (I/E)					
D	Poverty of academic expectation from pupils, parents, staff etc (leading in some cases to reduced parental engagement) (E/I)					
E	Poorer behaviour due to social, emotional and mental health needs (I/E)					

F	Poorer metacognitive and self-regulatory performance (especially resilience) leading to lower academic outcomes (I/E)
G	Some pupils who qualify for Pupil Premium funding also have specific SEND needs (greater proportion than for non-PP) (I/E)
3. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	
3. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	Success criteria (and how measured)
A.	Accelerated language development in EYFS and KS1 leading to attainment and progress differences between disadvantaged and non-disadvantaged diminishing for all groups within each key stage.
	EYFS SLT outcomes rising rapidly for EYPP pupils, continuing into Reception; pupils eligible for PP make similar or better progress as 'other' pupils, across EYFS and Key Stage 1. Measured by teacher assessments, in house /cross federation/school moderation and end of Key Stage tests and benchmarking against national data. School data and pupil progress meetings will identify improvements in performance for those in receipt of PP).
B.	Pupils and families with low attendance / high persistent absenteeism or poor punctuality levels are supported and challenged effectively to rapidly improve attendance outcomes.
	Improved levels of attendance punctuality, and a decrease in Persistent Absence. Attendance figures for children eligible for Pupil Premium are well above national PP rates and close to national non-PP figures.
C.	All pupils take part in curriculum enrichment activities before and after school and residential visits irrespective of income, and receive additional opportunities to access curricular and other experiences.
	Financial factors are not a barrier to attending visits or taking part in enrichment opportunities and all pupils in receipt of PP funding attend. Academic outcomes in all Key Stages increase as a result, measured by termly

		tracking data and end of KS results.
D.	All entitled families engage thoroughly with school including registering for Pupil Premium entitlement, attending Parents' Evenings etc.	Identified families engage with PSA/Inclusion team and offer of support. This will have a positive impact on:- Attendance (see above) Meeting of basis needs/children's readiness for school and learning Children's emotional well-being and behaviour Support with homework
E.	All PP children with emotional and behavioural needs receive targeted interventions to ensure that they make expected or better than expected progress and that consequences for such pupils are rapidly reduced and maintained at low levels.	Behaviour/Heartsmart PSHCE is working for PP children in line with those for non-PP peers in all year groups.
F.	Systematic method of encouraging metacognition and self-regulation embedded throughout the school so that all pupils, especially those entitled to PP, are able to describe ways in which they are great learners, and areas in which they are developing further.	Before and after questionnaires demonstrate impact for pilot year groups and more widely in school if rolled out further during Autumn 2018.
G.	All SEND pupils who are also entitled to PP funding make expected or better progress based on their starting points, and perform well in comparison to their Other SEND counterparts within school and nationally.	ASP figures for 2018-19 show that Disadvantaged Low prior attainers have positive progress figures (on average) (may not be statistically significant).

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4. Planned expenditure (all figures are estimates)

Academic year	2018-2019
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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	Review dates and indications of impact
A – G: Staff can access advice and support to ensure quality first teaching is used to ensure the correct provision is in place for pupil premium pupils.	Pupil Premium Champion employed to monitor provision for PP throughout the school.	Effective targeted monitoring can ensure that targeted support is used effectively and have a positive impact on progress and attainment.	Half termly meetings between HT as PPCs - PP Champions regular follow-ups from Pupil Progress Meetings involving identified PP TAs during 2018-19 cycle.	HT SENCO	Termly

<p>A, C, D, E: CPD enables staff to ensure that quality first teaching has a positive impact on pupil progress for all Pupil Premium pupils <i>including the more able</i>.</p> <p>All pupils including PP pupils will make progress in line with SDP and PM targets.</p>	<p>Provide a range of targeted CPD to enable teachers to be outstanding classroom practitioners for example Pupil Premium Practice in the classroom - 'Biasing the learning' as a PP mantra.</p>	<p>QFT has a positive impact for pupil premium pupils. Research shows high quality feedback supports rapid progress (EEF toolkit +8 months) QFT will ensure a long-term impact for all pupils but especially disadvantaged (-6 months progress for poorly performing teachers versus +6 months years' for highly effective ones).</p>	<p>Monitoring and review by subject leaders – focus on PP Lesson observations; Pupil Progress Meetings/tracking; time set aside in staff meetings for staff to share CPD and evaluate effectiveness. Evidence of success for each training strategy will be planned and adopted.</p>	<p>SLT</p>	<p>Jan 18</p>
<p>A – G: CPD - Pupil Premium review enables SLT to ensure that expenditure is effective and that it has a positive impact on diminishing the differences and improving outcomes for Pupil Premium children.</p>	<p>Pupil Premium review commissioned to review current practice and develop actions to support PP practice</p> <p>Monitoring visit to evaluate impact of actions</p>	<p>Ofsted inspection highlighted provision for PP children needed to be improved to diminish the attainment gaps between disadvantaged children and their peers (Ofsted recommendation for vulnerable schools).</p>	<p>PP review will be commissioned through recommendations and research. PP Champion, shadow champion and PP link governor will action the development points and monitor carefully to ensure improved outcomes for PP children.</p>	<p>HT SENCO</p>	<p>Termly (including formal external review by consultants in March 2019)</p>

<p>G. Increased % of PP children receiving support through EHCP's/MSP's</p> <p>Disadvantaged children on the SEND register to have SMART targets on OPP's/MSP's to ensure measurable progress</p> <p>Differentiation for all SEND groups of pupils carefully monitored to ensure needs are met through QFT</p>	<p>Non-class based Inclusion Lead to ensure the needs of all vulnerable pupils (SEN/PP/LAC) are met, including through improved identification of SEND needs.</p> <p>Class teachers to be more involved in teaching SEND pupils directly, as well as through the work of well-trained and deployed TAs.</p>	<p>Research shows high quality feedback supports rapid progress (EEF toolkit +8 months) QFT will ensure a long term impact for all pupils, including those with SEND.</p> <p>Also mastery learning (+5 months), collaborative learning (+5 months)</p> <p>These will rapidly become part of QFT throughout the school, again 'biased towards' PP pupils' where appropriate.</p>	<p>Sharing of expertise for SEN pupils. Planned daily interventions monitored to ensure quality and feedback given to adult delivering. Tracking progress to highlight gaps within learning.</p> <p>Educational Psychologist to observe interventions and provide feedback/development points to improve practice for support assistants.</p> <p>Lessons monitored to ensure appropriate differentiation at all levels of ability.</p>	<p>SENCO</p>	<p>Termly</p>
<p>A, D: Increased attainment in reading</p>	<p>Library development Raise the profile of reading, increase reading skills (especially comprehension), especially for boys and struggling readers, Bug Club</p>	<p>Not enough literature within the newly developed library areas/classrooms</p> <p>EEF Toolkit - Reading comprehension strategies (+5 months)</p> <p>EEF Literacy in KS2 Recommendation 3</p>	<p>Pupil discussions and questionnaires</p> <p>Data analysis</p>	<p>K Childs</p>	<p>On-going (but by Mar 2019 reading outcomes data will be reviewed)</p>

<p>A: Phonic knowledge in Year 1 is improved for all children, but in particular for our PP children so that attainment is above national PP and approaching national Other outcomes.</p>	<p>RWI development day- Practitioner to work with RWI in school lead to focus on phonics teaching, deliver training and feedback to staff on impact of teaching,</p>	<p>Low number of children achieving the threshold for the Phonic Screening Check. The Education Endowment Foundation (EEF) shows phonic intervention can support an additional 4 months progress. See also EEF EY Toolkit – C&L approaches (+</p>	<p>Training 2x teachers (RWI) Monitoring and evaluation through Planning Lesson observations Analysis of data RWI Lead/English Co-ordinator observe all phonic sessions across school.</p>	<p>RWI Lead (Sherburn SS Luttons JW)</p>	<p>Half termly</p>
<p>A-G: Increased % of children achieving greater depth outcome at end of each key stage. Differentiation for all MA groups of pupils carefully monitored to ensure needs are met through QFT</p>	<p>To develop a Mastery approach. Training Resources</p>	<p>% of children working at greater depth below national at the end of each key stage. There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches. See also metacognition and self-regulation (+8 months)</p>	<p>Monitoring of lessons Observations, Planning Pupil discussions Assessment data analysis Targeted interventions</p>	<p>C Moorwood S Boustead J Spittal</p>	<p>On-going (but by Mar 2019 more and most able pupil data will be reviewed for all year groups)</p>
<p>A-G: To raise PP attainment at the end of KS2 and EYFS so it is above national PP and closing on national Other</p>	<p>Use of additional TA's 2X KS2 1x KS1 Training - Effective use of TA</p>	<p>To support high number of PP children within Y5&Y6 To support children entering UFS below/well below ARE</p>	<p>Observations Data analysis (ARE +)</p>	<p>T Dobson S Scott</p>	<p>On-going</p>
<p>C: Increased knowledge and tolerance of different faiths and cultures</p>	<p>Multi-Cultural Workshops (60% from PP) - To broaden knowledge and experiences</p>	<p>Children have limited experiences and knowledge of different faiths and cultures. Children need exposure to develop tolerance. EEF Toolkit S & E aspects (+4 months) Metacognition (+8 months)</p>	<p>Pupil discussions Behaviour data SMSC Audit</p>	<p>I Taylor</p>	<p>On-going</p>

<p>C, D: Increased self-confidence Greater independence Better team-working, collaborative skills Improved social skills</p>	<p>Outdoor learning- Development of forest school (60% from PP)</p> <p>New resources to enhance learning</p> <p>Training to support on-going needs</p>	<p>Extending experiences and building confidence for our children</p> <p>Outdoor adventure learning experiences, especially those involving collaborative learning, are shown to have a positive impact on learning (EEF toolkit +4 months)</p>	<p>Monitoring through observations Behaviour Data analysis Pupil discussions</p>	<p>C Moorwood K Childs</p>	<p>Half Termly</p>
<p>Total budgeted cost £6750</p>					
<p>ii. Targeted support</p>					
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>Review dates and indications of impact</p>
<p>B. Attendance of all pupils is in line with NA – 2018 Attendance of PP pupils is closing on Other pupils and NA. PA data for all pupils is in line with NA. % of PP with PA reduces so that it is lower than PA national averages for PP children and close to national Other figures. . % of pupils who are late reduces further.</p>	<p>Attendance initiatives (proportion of rewards and salary from PP)</p>	<p>Attendance is below national. School has reduction of PA. However, it remains an on-going challenge. Education Welfare Officer post supports ambition to sustain improvements made and reach/exceed NA attendance through monitoring and response to poor attendance and management of incentives/rewards. Raise profile of good attendance</p>	<p>Weekly monitoring of attendance and lates. Weekly attendance SLT monitoring Integris Half termly analysis - whole school and pupil group attendance data Historical and benchmark data analysis.</p>	<p>HT SBM</p>	<p>Termly</p>

<p>A. Children eligible for Pupil Premium pass the phonics screening check in line with non-PP Pupils in school, and approaching figure for Others nationally.</p>	<p>RWI 1:1 targeted support from TA's trained to deliver interventions by a RWI regional trainer and supported in school through phonics lead (2 half days release per half-tem for RWI Lead)</p> <p>Additional phonics resources required</p>	<p>Only 50% of PP children achieving the threshold for the Phonic Screening Check. EEF toolkit shows phonic intervention can support progress (+4 months). See also EEF Literacy Guidance KS1 Rec. 3.</p>	<p>Training 2x teachers (RWI) Monitoring and evaluation through Planning Lesson observations Analysis of data RWI Lead/English Co-ordinator observe all phonic sessions across school.</p>	<p>SENCO HT</p>	<p>Half Termly</p>
<p>A. PP Children within Y4-Y6 would complete programme and be more equipped for learning within KS2</p>	<p>Spelling (phonics) programme aimed at Y4-6 for children struggling with phonics and spelling. Training for TA's Resources (Fully funded from</p>	<p>Spelling is an issue within KS2- Children too old to access RWI intervention. Fresh Start is aimed at KS2. EEF toolkit shows phonic intervention can support progress (+4 months). See also EEF Literacy Guidance KS2 Recs. 1 and 2.</p>	<p>High quality resources Training form RWI regional trainer Observations of interventions Assessments half termly Data analysed and interventions reviewed to meet needs of children</p>	<p>K Childs S Boustead C Moorwood</p>	<p>Half Termly</p>
<p>E. Increased confidence, more positive attitudes to learning and improved communication</p>	<p>Heart Smart- To support targeted PP children with emotional problems and to improve communication</p>	<p>In the EEF Toolkit, interventions such as this have been seen to have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself. Behaviour interventions (+3 months).</p>	<p>Feedback from teachers Discussions with parents, Pupils, class teachers Behaviour data Assessment data</p>	<p>SENCO HT</p>	<p>Half Termly</p>

<p>E. Children facing fewer barriers due to SEMH needs and are more resilient learners</p>	<p>TA support (Part funded from PP)</p>	<p>Increased number of SEMH issues amongst disadvantaged pupils. Children facing barriers to learning because of this.</p> <p>EEF states that 'On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (+4 months).</p> <p>See Ofsted 2013 p18 and Pathways to Success recommendations (DfE / NFER 2015)</p>	<p>Sessions planned together with Inclusion Lead and PDBW Lead Half Termly ELSA Assessments Intervention monitoring/observations Observations of children within classroom/school setting Discussions with parents Behaviour data analysis Supervision of trained staff by external person</p>	<p>S Stockill S Scott</p>	<p>Half Termly</p>
<p>A, D, F: Reading ages/attainment for PP children is in line with their peers and national expectations</p>	<p>Focussed Readers Identified PP children not on track for expected in reading have TA to deliver and develop a range of strategies and to ignite the love of reading. A range of new resources linked to gaps within library and interests of children</p>	<p>Non-PP children are outperforming PP children within reading in all year groups</p> <p>EEF Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately +5 months' progress.</p> <p>EEF also indicates that on average, reading comprehension approaches improve learning by +5 months' progress over the course of a school year.</p>	<p>Data analysis Observations of intervention Feedback to staff Pupil discussions</p>	<p>Class Teachers</p>	<p>Half Termly</p>

<p>B - G: To further diminish the gaps between school PP and national Other outcomes in maths at the end of KS2</p>	<p>White Rose Maths Mastery Small group intervention for PP pupils (partly funded) Resources for intervention</p>	<p>EEF: Overall, the suggested pattern is that small group tuition is effective (+4 months)</p>	<p>Monitoring of Intervention through observation Book monitoring Data analysis Pupil discussion</p>	<p>C Moorwood</p>	<p>On-going</p>
<p>E. Improved behaviour within school – readiness to access KS1 and general behaviours for learning to improve rapidly.</p>	<p>Hearet Smart Resources to deliver bespoke nurture intervention</p>	<p>Children within Y1 not ready for NC expectations/PSED needs developing</p> <p>The EEF states: Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues.</p>	<p>Lesson observations and feedback to relevant staff</p>	<p>HT</p>	<p>Weekly</p>
<p>G. Appropriate support in place for targeted SEN/PP pupils to enable them to make progress in line with peers</p>		<p>Current offer does not meet the needs of the school. Historic inadequacy in the provision for SEND children</p> <p>Ed Psych to provide feedback to children and adults around progress/actions. Research shows high quality feedback supports rapid progress (EEF toolkit)</p>	<p>Monitoring of actions given by educational psych Reviews on OPP's/MSP's/EHCP's Gaps begin to diminish between PP SEN/Others</p>	<p>SENCO</p>	<p>Weekly</p>

<p>A. Children make rapid progress given their low starting points within CLLD. More PP (x2) children on track to achieve expected in CLLD by end of N compared to start.</p>	<p>Specialist SALT support within Lower Foundation Stage and trained TAs to follow-up key actions.</p>	<p>To address the low baseline on entry data though additional adult support, particularly focusing upon CLLD Overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low-income families. See Early Years Toolkit – C & L approaches (+6 months)</p>	<p>SALT observations Data analysis SENCO support</p>	<p>SENCO</p>	<p>Half Termly</p>
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Total budgeted cost £7450

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	Review dates and indications of impact
<p>D. Ensure hard to reach parents are able to access support Enable parents and school to collaborate to implement positive behaviour strategies</p> <p>A – G: All pupils, including PP pupils make progress in line with SDP targets/PM targets B: Attendance for all pupils</p>	<p>Increased targeted support for vulnerable families to enhance pupils' attendance and learning Targeted action and work with families to address safeguarding issues.</p>	<p>To ensure children are safe through monitoring of and response to welfare/safeguarding concerns. To support families so that home circumstances support readiness for learning. To build positive home school relationships and maximise parental support for learning. EEF Toolkit – parental involvement (+3 months)</p>	<p>Progress data Parent questionnaires Attendance and exclusion data – see above Monitoring of safeguarding and welfare incidents Monitoring parental attendance at school activities</p>	<p>HT SENCO</p>	<p>Termly</p>

and PP pupils is at least in line with national averages. D: PA continues to move towards NA Parents have confidence in and feel supported by the school					
C. There is high take up of extra-curricular and curriculum enhancement offer by all pupils. Barriers to participation are removed for vulnerable and disadvantaged pupils. Disadvantaged pupils have access to music tuition. Disadvantaged pupils have access to a range of sporting activities	Subsidy for out of school activities /trips	FSM eligibility is arguably not a reliable indicator of deprivation/need for many families therefore a universal subsidy is offered to maximise engagement in activities (pro-rata for PP proportion in each year group). Funding also used to support targeted enrichment/extension days for eligible pupils. EEF Toolkit outdoor adventure learning (+4 months) EEF Toolkit S & E aspects (+4 months) Metacognition (+8 months)	Attendance records Monitoring of attendance by PP pupils Tracking Book Scrutiny Pupil/Parental questionnaires	HT SBM	Termly
Total budgeted cost					£1000

5. Review of expenditure	
Previous Academic Year	2017-18
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
<p>Improved quality of focused teaching and increased level of personalisation.</p> <p>Provide group work for small groups of identified pupils with an experienced support</p>	<p>Individual mentoring from teaching assistant will raise standards across EYFS and KS1 based on pupil need.</p>	<p>In house tracking</p> <p>100% PP children achieved expected or better progress in reading</p> <p>90% PP children achieved expected or better progress in writing</p>	<p>Having higher adult / child ratio has enabled pupil premium pupils to make remarkable progress across KS1 and EYFS.</p> <p>This approach will be continued in 2018-2019</p>	<p>£7140</p>
<p>ii. Targeted support</p>				

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
PP children all attending homework club and accessing free transport home .Reduced costs and extended choice to be able to attend clubs and activities out of school hours.	To allow those pupils whose parents don't have transport to participate in homework club at no extra cost	Homework club was replaced with SATS club for Y6 children 3/3 attended all made accelerated progress more so in reading.	This approach will be developed in 2018/2019 to provide all PP children with additional time after school to access the curriculum.	£0
Improved self-esteem and self-confidence. Increased resilience and determination. Improved humility and mental toughness.	To subsidise Jiu-Jitsu sessions weekly.	Jiu – Jitsu club did not run in the year 2017/2018	We won't be continuing with this initiative in 2017-18	

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
Financial constraints to contribute to educational visits and residential experiences. Home learning support.	Some PP children are entitled to free Cool Milk.Families with more than one pupil at the school can be financially stretched by voluntary contributions for	Pupils will have access to educational trips to improve participation in cross curricular activities Subsidised Rotunda visit for KS2 Subsidised Farm Visit Castle visit for KS1 Subsidised residential trip to Peat Rigg for KS2 (2 children)All pupil premium pupils receiving free milk daily.	We will continue with this approach as it has a financial impact on families with more than one child. School trips will be more focused on raising the aspirations of PP children and these will directly relate to curriculum opportunities	£300 £500

	<p>To support writing it is essential the children go out on experience days.</p> <p>Workshops and Homework club to support home learning.</p>			
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6. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.