



## Pupil premium strategy statement:

1. Summary information					
School	St Laurence's				
Academic Year	2017/2018	Total PP budget	£200,581	Date of most recent PP Review	June 2016
Total number of pupils	297	Number of pupils eligible for PP	141	Date for next internal review of this strategy	Feb 2018
2. Current attainment					
		<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national average)</i>	
% achieving in reading, writing and maths		40%		67%	
KS 1-2 progress in reading		-1.48		0.33	
KS 1-2 progress in writing		+1.52		0.18	
KS 1-2 making progress in maths		+1.83		0.28	
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers					
A.	Oral language skills on entry are lower for pupils within our area due to low starting points and poor language skills of parents. This slows reading and subsequently writing progress in subsequent years throughout the school. This is also a problem within the collaborative area.				
B.	Pupils who reached expected standard in reading, writing and maths in EYFS and who are eligible for PP are making less progress than all pupils across Key Stage 1. This prevents sustained expected achievement in Key Stage 2.				
C.	Progress of children eligible for PP from KS1 -2 in reading for low and middle ability groups, writing for high ability groups and the higher ability for maths lags behind all children.				
External barriers ( <i>issues which also require action outside school, such as low attendance rates</i> )					
D.	Poor attendance and punctuality in coming to school in the morning reduces the children's school hours and causes them to miss vital input into the beginning of lessons.				
4. Desired outcomes					

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve oral language skills for pupils eligible for PP in EYFS	Pupils eligible for PP in EYFS make rapid progress by the end of Reception so that the percentage of these pupils that meet age related expectations (GLD) matches or exceeds that of all pupils
<b>B.</b>	Higher rates of progress across KS1 for all pupils eligible for PP.	Pupils eligible for PP and meet age related expectations in EYFS continue to reach age related expectations at the end of KS1.
<b>C.</b>	Higher rates of progress across KS2 for all LA, MA and HA groups within children eligible for PP.	Pupils eligible for PP identified in LA, MA and HA groups make as much progress as all pupils in these groups across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices.
<b>D.</b>	Improved punctuality for pupils eligible for PP.	Reduce the number of persistent latecomers among pupils eligible for PP to 9% or below.

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2017/18</b>			
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.					
<b>i. Quality of teaching for all</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>A. Improved oral language skills in Reception</p> <p>B. Increase progress of all children across the school including diminishing the difference between the disadvantaged pupils and the non-disadvantaged pupils nationally</p>	<p>Active Literacy A Chance to Talk</p> <p>Retention of two classes per year group.</p>	<p>An investment of some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. Improvement +8 months. The decreasing in pupil to teacher ratio allows for more specific targeted feedback. Additionally reducing class sizes (EEF +3 months).</p>	<p>Implementation of Monitoring cycle . Performance management Cycle Data analysis from the end of year ASP and Inspection Dashboard.</p>	SJ Carroll	Summer Term 2018

C. Increase progress of all children across KS1 including diminishing the difference between the disadvantaged pupils and the non-disadvantaged pupils nationally	Continued support assistants in EYFS and extra Reading support for children in Year 2 through Intervention programmes.	An investment of some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. Improvement +8 months. The decreasing in pupil to teacher ratio allows for more specific targeted feedback. Additionally reducing class sizes (EEF +3 months).	Implementation of Monitoring cycle. Performance management Cycle Data analysis from the end of year ASP and Inspection Dashboard.	SJ Carroll	Summer Term 2018
<b>Total budgeted cost</b>					£120,000
<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>
Writing will improve due to a more developed understanding of phonics and oracy	Active Literacy A Chance to Talk. Letters and Sounds CLPE Power of Reading materials.	Early Years Interventions (EEF +5 months) Oral Key Interventions (EEF +5 months) Phonic programmes (EEF +4 months) Support from LA money to purchase further reading and writing materials should help to accelerate progress in Reading and Writing from Years 1 to 6. Also implementation of more monitoring in each Key Stage through links.	Through progress meetings on impact of interventions. Completed termly. Review impact of interventions at the end of the year.	SJ Carroll F Sutton H Rimmer A Coley	Summer Term 2018
Attendance and punctuality will improve.	Attendance service Additional Learning mentor	Home visits Case studies Rapid response from school (Late comer analysis by admin/mentor) Breakfast club and After school club hours changing to aid families.	Liaison with attendance service on half termly basis and adhoc when required. Intense support for families when needed.	J Cushion	April 2018
Increase attainment in all phases and core subjects across the school	Teaching assistants employed between classes to carry out interventions and other support. Look for additional external interventions that will provide increased impact of learning and attainment.	Good working relationships with children and community links to improve parental engagement.	TA appraisal and checking of interventions through IMPACT on children's understanding.	SJ Carroll K Waring	<b><u>Implemented:</u></b> Dec 2017 <b><u>Reviewed:</u></b> April 2018 <b><u>Summarise and analysis:</u></b> Summer 2018

<b>Total budgeted cost</b>					£60,000
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**iii. Other approaches**

<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>
Improved Attendance and punctuality	Breakfast and After School Club	Children are attending school and learning. They are accessing the full curriculum.	Attendance and punctuality logs	Learning Mentor J Cushion	March 2018
Increased attainment in English and Maths	Extra Curricular Activities and Booster Session including before, during and after school	Children are wanting to come to school. Meta cognition and self regulation (EEF + 8 months for booster classes) Sports Participation and extending school day (EEF +2 months)	Monitoring of understanding of children by teacher and TA delivering booster session.	SJ Carroll K Waring	Summer 2018
Participation for all pupils	Access to wider opportunities using the Mini Bus and Trips	Ability to save parents money through transporting children to cultural and sporting events. Art and Sports Participation (EEF +2 months)	Evidenced in the school calendar that these events have been attended. Evidence of attending sports events	SJ Carroll	Summer 2018
Successful monitoring of the desired outcomes above.	Deputy time allowing for management and tracking of evidence based interventions above.	Increased SLT involvement throughout the school in monitoring outcomes of all year groups.	Through monitoring evaluations and feedback to governors. Termly Headteacher report. Meetings between Head and Deputy	SJ Carroll K Waring	Termly to Governors Annually - Summer 2018

<b>Total budgeted cost</b>					£20,000
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**6. Review of expenditure**

<b>Previous Academic Year</b>	<b>2017-2018</b>
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**i. Quality of teaching for all**

<b>-Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>