

Pupil Premium Grant : Spending plan 2018-19

School	Ladybridge Primary School				
Academic Year	2018-19	Total PP budget	£121000	Date of most recent PP Review	Apr'19
Total number of pupils	372	Number of pupils eligible for PP	71	Date for next internal review of this strategy	Jul'19

Key: ARE/EXS+ = Age related expectations/Expected standard; GDS/HS = Greater Depth/Higher Standard

	End of EYFS: Jul'18 Attainment		End of KS1: Jul'18 Attainment		End of KS2: Jul'18			
	Pupils eligible for PP	Others	Pupils eligible for PP	Others	Attainment: ARE (GDS/HS) National		Progress: Key: Below Average ■ Average ■ Above Average ■	
	Pupils eligible for PP	Others	Pupils eligible for PP	Others	Pupils eligible for PP	Others	Pupils eligible for PP	Others
No. of pupils	2	47	6	38	21	39	18	38
Reading	Literacy: 100% (50%)	Literacy: 83% (9%)	67% (33%)	87% (37%)	48% (19%)	64% (28%)	-0.2	-0.5
Writing			83% (50%)	87% (21%)	67% (5%)	77% (21%)	1.6	1.0
Maths	100% (0%)	85% (17%)	67% (50%)	92% (29%)	48% (10%)	82% (38%)	0.6	1.7
RWM	100% (0%)	83% (9%)	67% (33%)	84% (21%)	43% (0%)	64% (18%)		
Other	GLD: 100%	GLD: 77%	Phonics:100%	Phonics:100%	GPS: 62% (29%)	GPS: 86% (59%)		

Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Inconsistent/poorer 'Behaviours for learning' (eg. concentration, attention, self-belief, confidence to participate, mind-set/risk-taking, independence, etc) results in the low (14) and middle (42) prior attainers, who are 'disadvantaged'/in receipt of pupil premium, are less likely to achieve ARE (or above) Therefore % of disadvantaged pupils who achieve ARE+ at end of KS2 is lower than other pupils (in R,W &M)
B.	Poorer inference/deduction skills, when reading, result in poorer scores in reading tests/assessments.
C.	Poorer vocabulary knowledge and skills (ability to give/explain the meaning of words) has a detrimental impact upon all areas of RWM
D.	Rec-Y1 Poor oral language skills, combined with poor retention and understanding of phonics = at Y1 less
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
E.	Attendance (2017-18=95%) lower than other pupils
F.	Lack of parental support/access to quality learning environment at home (eg, homework, experiences, reading, ICT learning)

Desired outcomes <i>(specific outcomes and how they will be measured)</i>	Success criteria	
A.	Improved 'behaviours for learning' (that are applied consistently)	100% of 'disadvantaged' low and middle prior attaining pupils make at least sufficient progress and are (back) on track
B.	Improved inferential skills (through daily opportunities to use and develop)	% of 'disadvantaged' pupils achieving ARE+ in Reading, by the end of Jul'19 is in line with national comparators
C.	Improved use, understanding and knowledge of age-appropriate vocabulary across the curriculum	% of 'disadvantaged' pupils achieving ARE+, by the end of KS2, in R,W and M increases
D.	Improved oral language skills (through regular opportunities to practise and apply)	Access to high-quality daily phonics teaching and appropriate S&L intervention. End of Y1 phonics: difference between 'disadvantaged' and 'others' is diminished
E.	Improved attendance	Attendance is in line with national
F.	Quality first teaching for all	% of 'disadvantaged' achieving ARE+, by the end of KS2, in R,W and M increases.
G.	Maintain high number of Teaching Assistants and ensure high quality support and intervention	Difference between 'disadvantaged' and 'others' is diminished
H.	Provide high quality resources to support and transform teaching and learning for all	Pupils complete 'out of school' learning tasks. Pupils demonstrate high levels of engagement
I.	Improved assessment and tracking	Misconceptions and gaps are addressed in a timely fashion.

1. Planned expenditure		Academic year: 2018-19			PPG leader: Colin Watson	
The three headings enable you to demonstrate how you 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	Cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved 'behaviours for learning' (that are applied consistently)	DHT 1:1 time and communication with targeted pupils and families to identify barriers, targets and actions (including resources, rewards and monitoring)	£5000	<i>Pupil expectations are the most significant factor in pupils achievement (particularly, communicating high academic standards) 'Study skills' have a significantly positive impact upon pupil achievement A weekly text message to parents has a positive impact. If this text includes next steps/ways to improve then this has the most impact. Life at home (including access to books, etc) is one of the most significant factors in how well children achieve More successful schools have strong social and emotional support strategies to help pupils in need of additional support, including working with their families.</i>	Regular monitoring: lessons, pupil discussions and book scrutiny Report to HT about impact – termly data check	DHT	Termly
Improved inferential skills (through daily opportunities to use and develop)	Subject leaders providing clarity of direction/approach, quality support, advice and guidance and clear policy and procedures Whole class guided reading. Whole school online reading comprehension programme Introduce a personalised RAPID progress template for individual pupils. Meet regularly and track success	£2000	<i>The most successful schools ensure that pupils catch up with the basics of literacy and numeracy.</i>	Regular monitoring: guided reading teaching and books Termly test data analysed	SLT Eng lead	Termly
		£500	<i>More successful schools have strong social and emotional support strategies to help pupils in need of Additional support,</i>	RAPID templates completed and reviewed regularly	Ass lead HT	
Improved use, understanding and knowledge of age-appropriate vocabulary across the curriculum	Word windows in each classroom Vocab tests Word of the week challenges	£400	<i>Visual prompts support learning and memory Frequent testing/checking aids memory retention and recall Practise makes permanent</i>	Pupil discussions Test results No. of completed challenges – do pupils know the word	SLT/ Eng lead Mid lead	Termly

Improved oral language skills (through regular opportunities to practise and apply)	Daily phonics teaching with TA support (Rec- Y2)	£28000	<i>The most successful schools ensure that pupils catch up with the basics of literacy and numeracy. Practise makes permanent</i>	Timetabled Regular monitoring: lessons and pupil discussions/hearing readers	Eng Lead	Termly
Quality first teaching for all (by providing staff with targeted CPD, including more regular and specific feedback)	HT and subject leaders source targeted CPD for individual staff	£6000	<i>More successful schools emphasise the importance of 'quality teaching first'. Good teachers are especially important for pupils from disadvantaged backgrounds.</i> Findings from previous monitoring; Recent external Reviews/reports	Monitoring calendar CPD evaluations and post training expectations (work reflected in books, changes to practise in lesson obs etc) Timetabled staff meetings Changes to practise and impact on teaching and learning Subject leader time Appraisal system	HT- SLT Mid lead	Termly analysis Regular drop ins and Work scrutinies Re-checks
Maintain high numbers of Teaching Assistants, and ensure high quality support and intervention	Every class to have full time support	£47000 £3000	<i>Where pupils are removed from their class and given intensive tuition, the most effective impact is through short, regular sessions, over a set period of time (5-10 weeks) and in a small group: ideally one-to-three.</i> <i>'The best leaders ensure that the work of additional adults is closely monitored and thoroughly evaluated'</i>	Regular meetings with teachers Work scrutiny PPM monitored termly	TA lead	Termly
Provide high quality resources to support and transform teaching and learning for all	Modelling how to access/use online resources (spelling shed, phonics play, espresso, my maths, TT rockstars) Provide access to engaging online resources Provide access to computers for those pupils with limited/ no digital/online access at home (lunchtime computing suite; i-pads in lessons)	£2000 £350 £24000	Limited/no online access reduces the opportunities for pupils to practise, consolidate and extend their learning Digital learning motivates and engages pupils Digital learning enables pupils to work at their own pace – targeting areas of need.	Termly Assessments (x tables, spellings) Regular monitoring: lesson observations (use of i-pads); pupil discussions and evaluations	Eng lead Mat and Com lead HT/DHT	Termly
Improved assessment and tracking of pupils learning (to better meet pupils' needs)	Electronic tracking system, so data analysis/tracking is highly efficient and effective	£1000	'The most effective leaders track the progress of pupils meticulously and make sensible amendments to the support they provide'	PPM	Ass lead PPG lead	Termly
Total budgeted cost						£129250

II TARGETED SUPPORT						
Desired outcome	Chosen action/ approach (and rationale)	Cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved oral language skills (through regular opportunities to practise and apply)	Daily speech and language intervention (Rec-Y2)	£2200	<i>'More successful schools focus on providing targeted support for under-performing pupils during curriculum time. Practise makes permanent</i>	Timetabled? Regular monitoring: lessons and pupil discussions	English Leaders	Termly
Implement specific and targeted intervention programmes	Staff training in relation to specific interventions maths and reading Eg Turnabout programme	£1200	Specific interventions focussed on particular groups of children	Measure impact from starting point	SENCO	Termly
'Children looked after' are provided with appropriate support, enabling equality of access.	Access to TA support	£2000	Poor level of independent learning without adult/ peer support Poor behaviours for learning' when 'unsupervised'	Staff and pupil discussions LAC Governor check and challenge termly visit	HT	Termly
Total budgeted cost						£7000

III OTHER						
Desired outcome	Chosen action/ approach (and rationale)	Cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provide relevant, first hand, practical and real experiences (that will improve K & U and skills as well as engagement and motivation of pupils.	So all children have same opportunities	£100 x13 £1000 - Lledr	Some children do not experience the same things as others – we want everyone to have the same opportunity Eg beach	Monitor levels of pupil interest and engagement and impact upon quality of written and oral responses	HT	Termly – HT report
Provide pupils with emotional support and strategies, in order that they are able to focus on learning.	Counsellor 2hrs a week	£1700	<i>More successful schools have strong social and emotional support strategies to help pupils in need of Additional support, including working with their families</i>	Monitor behaviours for learning	SENCO	Termly
Improve attendance	Attendance rewards	£600	<i>More successful schools set up rapid response systems to address poor attendance</i>	Weekly and termly attendance checks	DHT	Termly
Total budgeted cost						£4000

Date	Governors' Check and Challenge
10.10.18	<p>Agreed to use the term 'eligible for pupil premium' rather than 'disadvantaged', as this latter has negative and restricting connotations.</p> <p>Added colour coding to progress data to make it clearer to read/understand.</p> <p>Discussed Eggs intervention- it has been trialled successfully with a small number of pupils: should it be made available to just pupils who are legible for PP or available to all? Agreed to 'access for all' as this would benefit everybody's reading.</p> <p>Discussed the rationale for the actions chosen, and agreed that these well evidenced-based.</p> <p>Looked at baseline data for 2018-19 and identified the processes and actions to ensure weaknesses are addressed.</p>

2. Additional detail	
<p>In this section you can annex or refer to additional information which you have used to support the sections above.</p>	
<p><i>Research Sources:</i></p> <p><i>Nfer research (Nov 2015) 'What are the most effective ways to support disadvantaged pupils' achievement'</i></p> <p><i>Dfe 'Supporting the attainment of disadvantaged pupils (Nov 2015): nfer research</i></p> <p><i>Ofsted 'The pupil premium: an update' (jul'14)</i></p> <p><i>Prof. Steve Higgins</i></p> <p><i>Dimitra Kokotsaki</i></p> <p><i>Prof. Robert Coe</i></p> <p><i>Prof. John Hattie</i></p> <p><i>Ron Berger</i></p> <p><i>Phil Badham</i></p> <p><i>Rob Carpenter</i></p> <p><i>NCETM</i></p> <p><i>Jay Altman</i></p> <p><i>Swindon Academy</i></p> <p><i>Bjork learning and forgetting lab</i></p> <p><i>Third Space learning (Clare Sealey, Joe Kirby)</i></p> <p><i>Rowan Pearson</i></p> <p><i>Inspire Partnership</i></p> <p><i>DfE : Marking and Policy Review Group; NC</i></p> <p><i>EEF (Education Endowment Foundation)</i></p> <p><i>Jodie Lopez</i></p> <p><i>Nejm</i></p> <p><i>Jonathan Firth</i></p>	<p><i>Additional Sources:</i></p> <p><i>To Sir, with Love – E.B. Braithwaite</i></p> <p><i>Talent is Overrated – G.Colvin</i></p> <p><i>The Talent Code – D.Coyle</i></p> <p><i>Mindset – C.S.Dweck</i></p> <p><i>Outliers – M. Gladwell</i></p> <p><i>The Lombardi Rules – V.Lombardi</i></p> <p><i>Bounce – M.Syed</i></p> <p><i>Global Challenge – H.Walters et al</i></p> <p><i>Genetic articles - New statesman; Online articles</i></p>

1. Review of expenditure		Academic year: 2018-19		PPG leader: Gemma Bendelow	
The three headings enable you to demonstrate how you 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	Impact and evaluation 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	
Improved 'behaviours for learning' (that are applied consistently)	DHT 1:1 time and communication with targeted pupils and families to identify barriers, targets and actions (including resources, rewards and monitoring)	Jul review: priority time with Y5 pupils during the Summer term. Evidence of pupils beginning to improve 'behaviours', including learning habits at home.	Need to, where possible, prioritise these behaviours and 'checks' earlier in school	£5000	
Improved inferential skills (through daily opportunities to use and develop)	Subject leaders providing clarity of direction/approach, quality support, advice and guidance and clear policy and procedures Whole class guided reading. Whole school online reading comprehension programme Introduce a personalised RAPID progress template for individual pupils. Meet regularly and track success	Jul review: Reading Assessment: Y6 pupils (eligible for PP) attained in line with 'others' nationally (and above other disadvantaged pupils nationally) at ARE+. At the HS, these pupils attained below 'others' nationally, but above other disadvantaged pupils nationally). Y3-5 pupils (eligible for PP) attained below National %s for 2019 for ARE and HS. These pupils attained below ARE and HS with 'other' pupils in Y3-5. Y1-2 pupils (eligible for PP) attained below National %s for 2018 for ARE and HS. These pupils attained below ARE and HS with 'other' pupils in Y1-2.	Continue with guided reading approach. Embed 'ReadTheory' for KS2 pupils. Implement 'Starbooks' across the whole school for 2019-20. As many of the PP pupils are low prior attaining pupils (with poorer 'behaviours for learning'/home barriers), we know that it will take longer for approaches to embed and impact.	£2000 £500	
Improved use, understanding and knowledge of age-appropriate vocabulary across the curriculum	Word windows in each classroom Vocab tests Word of the week challenges	Jul review: Pupils are able to recall 'curriculum-specific' vocabulary with increasing accuracy, but transference of vocabulary continues to be more challenging.	As part of new 'subject organisers', Implement vocabulary lists for each year group Review vocabulary gaps/barriers for PP pupils post KS2 SATs and provide appropriate intervention.	£400	
Improved oral language skills (through regular opportunities to practise and apply)	Daily phonics teaching with TA support (Rec- Y2)	Jul review: speech and language skills improving Additional support is also enabling staff to spend more time with other pupils. However, phonics scores at the end of KS1 were lower for pupils eligible for PP.	Increase targeted phonics intervention (in Y2) from Sept'19. Improve consistency and frequency of phonics teaching/support in Y1.	£28000	
Quality first teaching for all (by providing staff with targeted CPD, including more regular and specific feedback)	HT and subject leaders source targeted CPD for individual staff	Jul review: 87% of internal monitoring activities graded teaching and learning and good or better. See HT report for impact of specific CPD.	Continue (with tweaks mad in light of new Ofsted framework)	£6000	
Maintain high numbers of Teaching	Every class to have full time support	Jul review: changes made to roles/timetables of TAs,	Teacher: TA partnerships are a	£47000	

Assistants, and ensure high quality support and intervention		having a positive impact, resulting in effective support can be provided for teachers and pupils.	significant factor re: the quality of education	£3000
Provide high quality resources to support and transform teaching and learning for all	Modelling how to access/use online resources (spelling shed, phonics play, espresso, my maths, TT rockstars) Provide access to engaging online resources Provide access to computers for those pupils with limited/ no digital/online access at home (lunchtime computing suite; i-pads in lessons)	Jul review: i-pads continue to have a significant improvement to access to online/digital resources, and are having a positive impact upon the related subject knowledge, understanding and skills. Lunchtime access to computers is well used.	Explore new ways in which ipads can be used to personalise and transform teaching and learning.	£2000 £350 £24000
Improved assessment and tracking of pupils learning (to better meet pupils' needs)	Electronic tracking system, so data analysis/tracking is highly efficient and effective	Jul review: Electronic system embedded and enabling teachers to have a better understanding of different pupils' needs (and tracking of progress).	Money not spent on a new system, as it was developed on word. Money to be used to support TLR post and release for PPMs.	£1000

II TARGETED SUPPORT

Desired outcome	Chosen action/ approach	Impact and evaluation 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
Improved oral language skills (through regular opportunities to practise and apply)	Daily speech and language intervention (Rec-Y2)	Jul review: Improved speech and language skills. Also, classroom staff able to spend more time with other pupils. Had a positive impact upon attainment and progress.	To be continued, along with support for memory and maths.	£2200
Implement specific and targeted intervention programmes	Staff training in relation to specific interventions maths and reading Eg Turnabout programme	Jul review: CPD and cost of access to Third space learning (weekly online maths intervention). Beginning to have a positive impact upon selected pupils.	Continue for Y6 pupils in 2019-20 (as part of an after school maths club).	£1200
'Children looked after' are provided with appropriate support, enabling equality of access.	Access to TA support	Jul review: 0 exclusions; less negative behaviours. Y6 found Y6 learning very challenging, despite support. End of KS2 progress sufficient.	Continue.	£2000

III Other

Desired outcome	Chosen action/ approach	Impact and evaluation 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
Provide relevant, first hand, practical and real experiences (that will improve K,U & skills as well as engagement and motivation.	So all children have same opportunities	Jul review: Financial support accessed by Y6 pupils, enabling them to attend residential trip, which they thoroughly benefitted from.	Continue	£100 x13 £1000 - Lledr

Provide pupils with emotional support and strategies, in order that they are able to focus on learning.	Counsellor 2hrs a week	Jul review: Continues to provide essential support for. In light of this, we have decided to continue this (despite budget reductions	Continue.	£1700
Improve attendance	Attendance rewards	Jul review: Overall attendance-2018-19 = 96.1%. Pupils (eligible for PP) attendance = 95.7% This is an increase of 0.7% from 2017-18.	Continue.	£600