

Luck Lane Primary Pupil premium strategy / self-evaluation

1. Summary information					
School	Luck Lane Primary				
Academic Year	2019-20	Total PP budget	£66,000	Date of most recent PP Review	02/19
Total number of pupils	254	Number of pupils eligible for PP	50	Date for next internal review of this strategy	

2. Current attainment		
At end of KS1	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving expected standard or above in reading, writing & maths	57%	62%
% making expected progress in reading (as measured in the school)	57%	62%
% making expected progress in writing (as measured in the school)	71%	62%
% making expected progress in mathematics (as measured in the school)	71%	72%

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers (issues to be addressed in school, such as poor oral language skills)

A.	Low levels of communication skills either due to EAL or underdeveloped language.
B.	Low attainment in outcomes for reading across the school due to lack of exposure to books and texts at home.

Additional barriers (including issues which also require action outside school, such as low attendance rates)

C.	Limited exposure to experiences out of school due to financial or social constraints.
D.	Significant issues around mental health and well being SEMH issues within families themselves and for individual children.
E.	Sustaining improving levels of attendance and punctuality.

4. Intended outcomes (specific outcomes and how they will be measured)	Success criteria
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A.	Children will develop a wide range of vocabulary: speak and write using standard English. Teacher assessments, book monitoring QA drop ins (leaders and subject leads).	Narrow the gap further in R and W for KS2 pupils and gap need to to close for reading at the end of KS1.
B.	Cultivate a love of reading and the desire to read and understand more challenging texts.	A higher % of PP children achieving greater depth across the school in reading.
C.	Staff to focus on those PP children who should be achieving greater depth.	To improve the number of those achieving GD in all Reading, Writing and Maths.
C.	To deliver a curriculum that incorporates like skills and life experiences.	A vast array of experiences have been planned across the school which tie in with the literature spine based curriculum.
D.	SEMH interventions offered to PP children will demonstrate building of self-esteem, confidence and	<p>QA using 12 standards show an improving picture of lessons which achieve green and gold for behaviour for learning.</p> <p>Individuals show progress through their Boxall profiles and pre and post SDQs.</p>
E.	Pastoral team to adopt a firm but supportive approach to working with the PP children’s families on attendance and punctuality as well engage them in their child’s learning.	To date this academic year, school attendance is consistently above national average for all groups. Targeted PP children are more likely to ready to learn and in school on time due to access to free breakfast club and a set morning routine.

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5. Review of expenditure

Previous Academic Year £43,560

1. *Improve RWM attainment levels for all disadvantaged pupils*
2. *Improving behaviour for learning, attendance and punctuality for disadvantaged pupils*
3. *Improving SMSC opportunities and experiences for disadvantaged pupils and personal development and welfare of all disadvantaged*
4. *Improve provision of resources and equipment for disadvantaged pupils*

i. Quality of teaching for all

Action	Intended outcome	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>Focused phonics interventions. Regular assessments and targeted gap analysis.</p>	<p>Improve reading attainment levels for all disadvantaged.</p>	<p>100% of PP children passed the phonics check by the end of KS1 in 2019 compared to 75% in 2018.</p> <p>57% of PP children reached ARE in reading at the end of KS1 compared to 46% in 2018.</p>	<p>RWI groupings worked for phonics teaching across KS1.</p> <p>Interventions in phonics for end of Y2 PP children were effective.</p> <p>RWI may not be the best intervention to use moving forward for those with learning difficulties.</p>	

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<p>AET maths scheme training for all staff</p>	<p>Improved attainment levels for PP children in maths at the end of KS1.</p>	<p>71% of PP children achieved ARE in maths at the end of KS1 in 2019 compared to 38% in 2018.</p> <p>All staff trained in the use of AET. All pupils challenged in maths. TT Rockstars improved basic skills in maths at KS2. Planning made use of gap analysis from Rising Star test to fill gaps.</p>	<p>An improved tracking system to gain more accurate measures in maths assessments in KS2 is required.</p>	<p>£20,000 for teaching and leadership.</p> <p>£4000 for AET Maths training, Talk for Writing training and individual staff</p>
<p>New teaching strategies for teaching writing through Talk 4 Writing and Big Write.</p>	<p>Improved attainment levels for all in writing at the end of KS1</p>	<p>71% of PP children achieved ARE in writing at the end of KS1 in 2019 compared to 31% in 2018.</p> <p>Training for all staff in Big Write and Talk 4 Writing was given.</p> <p>Evidence from monitoring and learning walks demonstrated improvements in writing.</p> <p>Improved assessment for learning system enabled gaps to be filled over the course of the year.</p>	<p>Embed Talk 4 Writing strategies further to help language and communication skills improved further.</p> <p>More cluster moderation to be put in place in order to moderate judgements more accurately.</p>	<p>Read, Write Inc. staff catch up training.</p> <p>£3737 for afternoons of learning mentor support</p>

ii. Targeted support

Action	Intended outcome	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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Well-being interventions to target identified issues.	Progress shown on Boxall profiles.	Identified pupils received interventions and made progress on Boxall profiles. Measures have improved in self esteem	This approach will continue in the next plan.	1 day of learning mentor time £4622
Support for those with behaviour challenges.	Behaviour improvements made	PP FTE % has decreased from 6.3% in 2018 to 5.5% in 2019. No PX	Weekly Personal Development Behaviour Welfare meetings helped identify the children needing support through Positive Support Plans.	Nil
iii. Other approaches				
Action	Intended outcome	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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<p>Improved attendance and punctuality</p>	<p>% attendance for PP children to move towards national averages</p>	<p>Punctuality: Utilising funding to support places for PP children in breakfast club meant we have seen a decrease in the number of lates for children, for example one child who was offered a place reduced from 4 lates per week to 0 lates per week, meaning she accessed her learning from the start of the day.</p> <p>Attendance: Through increased communication with parents, home visits and the utilisation of breakfast club PP attendance was broadly in line with national average at 93.58%. These foundations being in place have meant that PP children utilising breakfast club have had improved attendance for this academic year, one improving from 58% attendance to 97% attendance so far.</p>	<p>Funded breakfast club for 10 PP pupils to remain in place for this academic year</p>	<p>£2,191.80</p>
<p>Learning Together project targeted disadvantaged families in EYFS</p>	<p>Improvements in PSED scores</p>	<p>18 Pupils took part in the project over the course of the year.</p> <p>Feedback from parents extremely positive.</p> <p>PSED scores have improved from the original baseline predictions.</p>	<p>The project can be sustained this year but due to staffing and numbers of children with significant needs needing to be settled in reception the project will start later in the year.</p>	<p>36 hours of LTSA salary £329</p>

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6. Planned expenditure

Academic year 2019-20 £66,000

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

Action	Intended outcome	What is the evidence and	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improve the quality of reading and writing teaching and learning for all. Embed Talk 4 Writing. Train staff in the use of Accelerated Reader and the reports it generates. Embed Resilient Reader/MC Grammar.</p>	<p>Improve basic reading and writing skills for all PP across all phases.</p>	<p>Reading outcomes low at the end of EYFS and end of KS1 to get closer to national for PP.</p>	<p>Monitoring by English lead and leadership team through drop ins, book scrutinies, learning walks, cluster/MAT wide moderation, pupil interviews.</p> <p>Reading assessment data for end of KS1. Accelerated Reader reports for those in KS2.</p>	JL	<p>October Deep Dive.</p> <p>Half termly reading monitoring by English lead.</p> <p>February Peer Review.</p>
<p>Cultivate a love of reading and the desire to read and understand more challenging texts.</p>	<p>To improve the number of PP children who achieve GD in reading Y2 to Y5.</p>	<p>More PP children achieving greater depth in reading across the school.</p>	<p>Monitoring of reading by English lead. Identifying PP children through the AR reporting system and tracking progress made in reading ages</p>	JL	<p>October Deep Dive.</p> <p>Half termly reading monitoring by English lead.</p> <p>February Peer Review.</p>
Total budgeted cost					£27,991

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ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Additional one to one reading for all PP	Improved PP ARE % at the end of KS1 and by Y5 GD Reading %	The gap between PP and non PP is significant across all year groups in ARE in reading.	Assessment half termly data. Evidence in books. Moderation especially in Y2. QA drop ins.	SENCO Leader/Inclusion	December assessment point. Book scrutinies. Regular drop ins. Peer Review Feb Reading optional deep dive.
Writing interventions for those in KS1 and KS2. Fine motor skills interventions for those in EYFS.	To have greater depth for PP children in writing at the end of KS1.	The gap between PP and non PP is significant across all year groups in ARE in writing.	Assessment half termly data. Evidence in books. Moderation especially in Y2 and at the end of EYFS. QA.		December assessment point. Book scrutinies. Regular drop ins,

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Total budgeted cost					£10, 856
iii. Other approaches					
Action	Intended outcome	What is the evidence and	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Working with the Kirklees APSO to implement rigorous firm but fair absence management protocols	Improved attendance and punctuality % so that KS2 PP at least match non KS2 PP.	This is the group of pupils with the lowest attendance last year.	10 free places secured in Luck Lane Out of School Club for those PP children with poor attendance/punctuality. Fair but firm protocols around following up on attendance figures with APSO and Pastoral Lead.	Pastoral Lead	PP Review APSO support x 6 per year.
SEMH interventions by Learning Mentor for those children who have suffered trauma in their home-lives.	Improved mental health, self-esteem and well-being for identified vulnerable PP pupils.	A high level of families on CP, CiN, TAF for issues relating to domestic violence, mental health issues.	Tracking interventions for SEMH.	Learning Mentor Pastoral Lead	Monitored on SEN provision. Use of SDQ and Boxall profiles.
Total budgeted cost					£17,265

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7. Additional detail

Quality of Teaching for all: £31,286

Assistant Headteacher monitoring time for English, Maths and Science, plus time training and delivering to staff £15,070

Head of School monitoring of initiative of foundation subjects English and Maths £13,495

TLR for literacy leader £2,721

Targeted Support: £10,856

As above plus SENCO/Inclusion Leader costs to ensure interventions from the strategy are in place, monitored and impact made.

Other Approaches: £17,265

APSO to help support on absence management for the disadvantaged groups =£600 per year

Learning Mentor to direct interventions 0.5=£10,386

Pastoral Lead working with disadvantaged pupils on family support and interventions register 0.2=£6,279

Resources: £600

Purchase of books for Wizard Word prizes =£500

EYFS Talk for writing props for story making.= £100

Enrichment: £3000

Pupil premium resources budget to allow for extra experiences in school e.g stone age experience, owl experience £3,000.

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Other: £2993

10 places free at breakfast club to target disadvantaged lates or low attendance=staffing ETA 1 hour per day = £2,366

HLTA movement group 1 x hour per week =£627