

Pupil premium strategy statement:

1. Summary information					
School	Lutton St Nicholas Primary School				
Academic Year	2018/19	Total PP budget	£17,460	Date of most recent PP Review	
Total number of pupils	103	Number of pupils eligible for PP	14	Date for next internal review of this strategy	Summer 2019
2. Current attainment					
KS2 Attainment for: 2017-2018 (8 pupils)			<i>Pupils eligible for PP (1 pupil/ SEN Support)</i>	<i>Pupils not eligible for PP</i>	
% achieving expected standard or above in reading, writing and maths			0%	71%	
% achieving expected standard or above in reading			0%	86%	
% achieving expected standard or above in writing			0%	71%	
% achieving expected standard or above in maths			0%	71%	
KS1 Attainment for: 2017-2018 (10 pupils)			<i>Pupils eligible for PP (2 pupil)</i>	<i>Pupils not eligible for PP</i>	
% achieving expected standard or above in reading, writing and maths			0%	38%	
% achieving expected standard or above in reading			0%	38%	
% achieving expected standard or above in writing			50%	38%	
% achieving expected standard or above in maths			0%	50%	
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
A.	Social and Emotional needs of the children				
B.	Parental engagement - aspirations				
C.	Attendance of proportion of pupils in receipt of PP				
D.	Poor oral language/literacy skills				
4. Desired outcomes					

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	EYFS Spoken word- increased vocabulary KS1 children demonstrate a consistency in tense (irregular verbs) when speaking KS2 children able to distinguish between Standard and non-Standard English	WellComm Assessments show difference between PP and non PP is decreased Evidence in books of written work where consistent tense is maintained and use of past tense irregular verbs are grammatically sound. Reduction in frequency of misspelt past tense in books
B.	Narrowing of gap in attainment of PP/SEND pupils in maths	Data evidences good progress Significant needs are met
C.	The attendance of PP children improves	Reduce the number of persistent absentees among pupils eligible for PP Attendance for the children is in line with national at 96%

5. Planned expenditure

Academic year	2018/19
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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?
Improve quality of teaching overall Improve robustness of assessment data	Raising quality of teaching for all pupils	Teaching profile to be good or better so whole class teaching has an impact on all progress and attainment. Appraisal targets used for all children so that all staff are accountable for their achievements. Close analysis of PP data from assessments to provide timely interventions for PP pupils.	Regular monitoring of PP data following optional tests and writing assessment. Regular PPMs – half termly. To target support and to ensure targets are met. Regular informal learning walks, book looks, lesson observations so triangulated evidence is good or better.	SP DJ IB	Termly
% of children reaching EXP at end of EYFS in Spaeing and Listening increases KS1 children demonstrate a consistency in tense (irregular verbs) when speaking KS2 children able to distinguish between Standard and non-	Spread the Word Project alongside use of WellComm resources All adults to model use of Standard English and correct pupils and ask them to repeat back where errors are made. Increase opportunities for public speaking within the curriculum We will also produce an in house GPS	Evidence from previous 3 academic years demonstrates a decrease in % of children meeting EXP in S&L in EYFS Children have formed habits which need to be broken. By correcting and focusing on repetition the children will begin to self-correct and form new habits. Organised events throughout the year which increase children's participation in public speaking will encourage them to engage more readily in the use of	Collaborative Partnership research project- Spread the Word (Action Plan available) School Council/ House Captain meetings Book scrutiny Drop ins to lessons Training will be offered to staff	SP DJ IB	Termly

Standard English	progression document and introduce a weekly focused grammar lesson through research.	Standard English Results in KS2 where an in-house progression document has been used are consistently high and this good practice is now to be shared throughout the school with Y5/6 teacher taking the Lead			
Narrowing of gap in attainment of PP/SEND pupils in maths	Pupil progress meetings half termly will inform how the children are achieving. Maths engagement will be targeted through Morning Maths Meetings, Parent Workshops, Consultancy support and small group intervention	Children who are not on track to meet their end of year target will gain support from intervention (subject support, small group support from Intervention Teacher). Children currently do not have the basis number skills in the majority of cases.	Dates are set for the year. Intervention Teacher is employed in the afternoons to carry out intervention. Additional class based TA support a.m.	M. Chapman	May 2019
Children's attendance to be above national average and to reduce number of persistent absentees.	To employ a Learning Mentor worker to support attendance plans and to work with parents.	Children thrive on positive praise and the reward system acts as an incentive Importance of attendance on school performance.	Governor monitoring Line management mtgs to ensure early identification of children with attendance issues. Systematic calling for children who have not attended school Workshops and parent mtgs to promote attendance Regular review of attendance data	SP LMs Class teacher	Termly

ii. Targeted support

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?
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<p>The social & emotional needs of disadvantaged pupils are met</p>	<p>Full-time Learning mentor to support Pastoral Care and professional liaison in identifying, monitoring and implementing support</p>	<p>School staff need to provide significant pastoral support to identified pupils and their families. The Learning Mentor's work has significantly reduced the number of behavioural incidents in school.</p>	<p>Twice weekly pastoral meetings A range of intervention services used and families signposted to them. Behaviour data analysed and targeted interventions planned for and analysed for impact. Line management mtgs to ensure early identification of children with behavioural issues. Weekly pastoral meetings where whole school behavioural data is analysed and actions are put into place for key individuals. Observations of learning and behaviour of pupils through learning walks. Case Studies of pupils Regular liaison with external agencies</p>	<p>SP Learning Mentors</p>	<p>Termly</p>
<p>To increase the rate of children's progress.</p>	<p>To support pupils identified through Pupil Progress Meetings who are at risk of slow progress and run appropriate interventions.</p>	<p>Teachers know pupils and their gaps well and can target children effectively with training to support them.</p>	<p>Delivery by a combination of TAs & teachers. Regular pupil progress meetings and reviewing targets set for individual children.</p>	<p>SLT</p>	<p>Termly</p>
<p>PP children experience a wider curriculum: music, sport, after-school clubs High expectations from school: expected or better progress Enhanced curriculum engages PP children</p>	<p>To allow all children to participate in all educational visits.</p>	<p>The Sutton Trust toolkit identifies positive gains in progress for Arts participation, outdoor learning and sports participation as having positive effects on pupil outcomes.</p>	<p>Curriculum map drawn up to include a range of educational trips. All children included for trips.</p>	<p>SLT</p>	<p>July 2019</p>

