

# Pupil premium strategy statement for Lark Hill Primary School

## 1. Summary information

<b>School</b>					
<b>Academic Year</b>	2016-2017	<b>Total PP budget</b>	£132,190	<b>Date of most recent PP Review</b>	15/9/16
<b>Total number of pupils</b>	175	<b>Number of pupils eligible for PP</b>	87 = 50%	<b>Date for next internal review of this strategy</b>	20/10/2016

## 2. Current Attainment

### Pupils eligible for PP

% achieving expected level or above in reading, with progress score	50%, progress score 1.01
% achieving expected level or above in writing, with progress score	25% progress score -4.1
% achieving expected level or above in maths, with progress score	50% progress score 3.84

### Pupils not eligible for PP

90% progress score 2.85 (national average:66%; progress score 0)
100% progress score 0.27 (national average:74% progress score 0)
100% progress score 1.61 (national average:70% progress score 0)

## 3. Barriers to Future Attainment (for pupils eligible for PP)

### In-school barriers

#### Language skills of PP children in Foundation Stage and Key Stage

1 (evidence from Baseline and End of Year data for EYFS and from teacher assessments of speaking and listening at end of Key Stage 1

**High percentage of Emotional Health and Well-being complexities of PP children** (evidence from monitoring of TAC and child protection meetings). Difficulties in managing own feelings and behaviours

**Number of Pupil Premium pupils who are also identified as having SEN** (evidence from SEN register, in year assessments for each year group and from end of Key Stage data)

### **External Barriers (for pupils eligible for PP)**

**Attendance** (evidence from each year group illustrates lower levels of attendance for PP children compared to their non-PP peers)

**Lack of enrichment and basic experiences outside school** (evidence from take up of after school clubs and participation in residential)

**Lack of parenting skills amongst significant numbers** (evidence from observation, requests for help, TAS meetings, CP and TAC meetings)

**High numbers of Young Carers** (evidence from registers kept and support given by Signpost Young Carers)

**High numbers of TAC/CP complexities** (evidence from minutes)

#### **4. Desired outcomes**

#### **Success criteria**

Reduce the gap in Literacy outcomes between Pupil Premium and their peers by the end of Key Stage 1

Maintain reduction in gap ;  
between PP children and their peers for Good Level of Development by end of EYFS - 2016 – PP children 63% whereas non PP 53%  
Maintain reduction in gap between PP children and their peers in reading and writing by end of

KS1 re GLD - 2016 PP children 75% attained where as non PP 60% attained GLD in reading and PP children 63% attained GLD where as non PP children 60% attained GLD writing. (Special needs may have been a factor here re non fsm lower level of attainment)

Increase the number of Pupil Premium children achieving expected outcomes in all curriculum areas in Key Stage 2

2016 figures YR 6 PP children, some of whom however also had special needs 5/7 verses non PP children, for maths gap of 50% in maths attaining expected level; 75% in writing attainment and 50% in reading attainment-figure for PP children achieving expected levels in **all areas was 65% less** than their peers. Gap in reading aim to be reduced to 20% which is LA average (This year we had many very able children who were non PP which is a factor in the larger gap than usual)

By focusing on the emotion health and well-being of the most vulnerable pupils to improve their attendance and learning outcomes

Figures for 2016 show that PP pupils absent rate was 6% compared to non PP pupils whose absent rate was 4.1% - gap in absence rates to be reduced to 1% difference. Persistent absence rates for PP were 4.1% compared to non PP at 1.7% aim to reduced this by gap by 2%

Increase the number of Pupil Premium children engaging in a variety of enrichment experiences

Figures for 2016 show that PP pupils were significantly less likely to engage in after school enrichment activities or take part in residential trips without financial help offered in Key Stage 2 – increase take up for PP pupils by 20%

## 5. Academic year 2016-2017

Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Reduce the gap in Literacy outcomes between Pupil Premium and their peers by the end of Key Stage 1</p> <p>Extend outcomes for PP children that are more able in all core areas</p>	<p>Additional Teaching Assistant in Reception to reduce ratio of pupil to adult and to focus on improving outcomes in speaking and listening.</p> <p>Additional time from TA for 5 after- noons per week in Reception to focus on improving speaking and listening and early reading skills.</p> <p>Additional reading resources, to update guided and individual reading resources</p> <p>Additional TA mornings in Year 1</p> <p>ER intervention scheme SERI (Stockport Early Reading Intervention), pre-SERI and specific speech and language programmes for additional targeted support</p>	<p>Ongoing monitoring of progress by members of SLT – AHT LG, including lead for Literacy AL</p> <p>Termly reports on PP progress to GB</p>	<p>LG AL</p>	<p>December 2016, March 2017, July 2017 – pupil progress reviews</p> <p>Observations of teaching staff and support staff – focus on pupil outcomes in literacy</p>

Language Link Programmes  
Trained reading mentor one morning per week  
Year 2 additional teacher to work on closing the gap 2 hours per week

Specific Speech and Language support provided for targeted children  
1-1 and small group follow up interventions provided by class teachers on a daily basis  
Extension activities for more able PP children through links to maths challenges and writing to extend learning

Increase the number of Pupil Premium children achieving expected outcomes in all curriculum areas in Key Stage 2 Via improvements in core skills. Extend outcomes for PP children that are more able in all core areas

Employ TA for Year 6  
TA (QTS) Year 5  
TA Yr 5  
Trained reading mentor one morning per week Yr 3/4  
Employ additional teacher for Year 3/4 SERI (Stockport Early Reading Intervention), pre-SERI and specific speech and language programmes for additional targeted support so that all children in the

Ongoing monitoring of progress by members of SLT, including leads for Literacy and Maths. Termly reports on PP progress to GB

JC  
AL  
JS

December 2016, March 2017, July 2017 – pupil progress reviews  
Observations of teaching staff and support staff – focus on pupil outcomes in literacy

year group have more access to teacher time and follow up as part of a small groups  
 Additional small group and 1-1 teaching time provided by LE/JS– focus on closing the gap for children in Year 6 in core curriculum areas  
 Additional individual reading TA afternoons Yrs 5/6

**Targeted support**

To improve emotional health and well-being of most vulnerable PP pupils and their families

Targeted support for pupils through daily check ins with support staff  
 Additional interventions with Learning Mentor and support staff to improve resilience and emotional health and well-being  
 Additional support for families provided through TAC etc meetings and with support from Team around the School

Fortnightly TAS meetings with pastoral team to monitor health and well-being of targeted pupils – this will include feedback from their daily check ins and involvement in support groups etc  
 Evidence from TAC meetings  
 Reduction in incidents of poor behaviour out of school and increase in attendance of targeted pupils

JS  
 HW

<p>Support the number of PP pupils that participate in after school clubs, enrichment activities, school trips and the residential to where financial hardship would otherwise be a barrier to these experiences. To support parents with financial assistance to allow their children to access these opportunities.</p>	<p>To provide direct support to parents so that they are aware of how school can help with financial assistance to allow their children to access these opportunities. To monitor the amount of Pupil Premium allocated for after school clubs, enrichment activities, school trips and residential and ensure that this funding is used to subsidise these activities for Pupil Premium children</p>	<p>Analysis of PP pupils in after school clubs Analysis/support of take up for residential for PP pupils Monitoring of costs of enrichment activities provided within school day</p>	<p>RL/JS</p>	<p>Termly – following analysis of after school clubs and residential, with termly updates for GB</p>
<p>Purchase of ICT licences and programmes to support the curriculum eg Purple Mash, Reading Eggs, Mathletics and Education City</p>	<p>Purchasing ICT licences to support the core curriculum. Reading Eggs and Mathletics programme is accessible from home.</p>	<p>Monitoring of uptake of programmes, with additional advice for parents whose children would benefit from additional activities</p>	<p>Middle Leaders</p>	<p>for Termly – updates SMT and GB</p>
<p>Reduce the gap in absences between PP pupils and non-PP pupils</p>	<p>Attendance first day calling for all pupils. Additional support with Team around the School to improve attendance – focussed support for PP pupils.</p>	<p>2 weekly monitoring checks of individual attendance, with follow up meetings for pupils parents where attendance is a concern</p>	<p>JS</p>	<p>Reviewed every 2 weeks</p>