

**Lanchester E.P. (Controlled) Primary School Pupil Premium Strategy 2016 – 2017**

Intended Outcome:	Increase in number of children achieving a GLD			
Area for Development, Barrier and Proposed Impact	Strategy (including Rationale)	Cost	Evaluation	Impact
<p>Too few pupils are reaching a Good Level of Development in EYFS.</p> <p>Pupils achieve well in the prime areas but a greater focus is needed on the core skills of Reading, Writing, Shape, Space &amp; Measure and Number. Limited staffing needs to be reviewed.</p> <p>Proportion of children reaching a GLD at the end of Reception will increase from 2016.</p> <p>Proportion of children reaching a GLD at the end of Reception will be at least in line with national average.</p>	<p>Baseline assessments show that pupils enter school below the national expectations and will need support from both the class teacher and additional support from teaching assistants during the day. An additional teaching assistant will be needed to work with these pupils.</p> <p>Interventions will be planned to support these pupils to ensure that better progress is made to ensure they are in line with the national average by the end of the year.</p>	<p>Teaching Assistant (£19,000)</p> <p>CPD for staff (£1,000)</p> <p>Develop outdoor area to further opportunities and experiences for the core areas (£2,000)</p> <p><b>TOTAL: £22,000</b></p>	<p>Organisation of intervention groups during both morning and afternoon sessions provided tailored focus activities for all PP children.</p> <p>Tracking was effective and identified any further issues.</p> <p>A range of resources purchased and used daily.</p> <p>Staff were clear about intended outcomes and desired impact.</p>	<p>Percentage of PP children achieving a GLD increased from 50% in 2016 to 100% in 2017 which is well above national average.</p>

Intended Outcome:	Increase in number of children achieving KS1 Phonics			
Area for Development, Barrier and Proposed Impact	Strategy (including Rationale)	Cost	Evaluation	Impact
<p>Too few pupils are reaching the expected standard in the Year 1 &amp; Year 2 Phonics Screening Check.</p> <p>Sole use of the RWI scheme not appropriate for all children.</p> <p>Proportion of children reaching the expected standard at the end of Year 1 will increase from 2016.</p> <p>Proportion of children reaching the expected standard at the end of Year 1 will be at least in line with national average.</p>	<p>Pupils with poor phonic knowledge will need initial support from class teacher and additional support from teaching assistants during both the morning and afternoon sessions. An additional teaching assistant will be needed to work with these pupils.</p> <p>A new approach to teaching phonics will need embedded with all staff. CPD will be needed to ensure all staff are confident in the teaching of phonics.</p>	<p>Teaching Assistant (£19,000)</p> <p>Additional resources (£3,000)</p> <p>CPD for staff (£1,000)</p> <p>Develop outdoor area to further opportunities and experiences for phonics (£1,000)</p> <p><b>TOTAL: £24,000</b></p>	<p>Organisation of teaching changed from whole key stage groups to cohort groupings. Support given for whole class, individuals and groups from teaching assistant.</p> <p>Very effective in-house tracking system developed and used.</p> <p>Changes in times for phonic teaching.</p> <p>A range of resources purchased and used daily.</p> <p>Staff confidence improved.</p>	<p>Percentage of PP children achieving the standard in Year 1 increased from 0% in 2016 to 67% in 2017 which is broadly in line with the national average.</p> <p>Percentage of PP children achieving the standard in Year 2 remained at 100% which is above the national average.</p>

Intended Outcome:	Increase in number of children achieving age related expectations (ARE) at the end of KS2			
Area for Development, Barrier and Proposed Impact	Strategy (including Rationale)	Cost	Evaluation	Impact
<p>Too few pupils are reaching age related expectations in Reading, Writing and Maths at the end of KS2.</p> <p>Children have low self-esteem in their abilities and their aspirations need to be raised.</p> <p>Proportion of children achieving ARE (age related expectations) at the end of Year 6 will increase from 2016.</p> <p>Proportion of children achieving ARE at the end of Year 6 will be at least in line with national average.</p>	<p>Additional support tailored to the needs of individual pupils will be required to ensure these children can enjoy success.</p> <p>An interactive approach to the teaching of Maths and GPS is needed to involve the less-engaged pupils.</p> <p>Staff need to know the children well and be aware of their emotional and social issues as well as their academic ability.</p>	<p>Employment of specialist teacher of Maths (£9,000)</p> <p>Employment of additional teacher to allow small group teaching</p> <p>Additional teaching in the afternoons (£3,000)</p> <p><b>TOTAL: £12,000</b></p>	<p>1:1 tuition throughout the year targeted PP children as well as individual &amp; small group support from class teacher during the afternoon sessions.</p> <p>Very effective tracking of PP children.</p> <p>1:1 tuition and additional small group support very focused.</p>	<p>Percentage of PP children achieving ARE in Year 6 increased from:</p> <p>Reading - 43% in 2016 to 78% in 2017</p> <p>Writing – 57% in 2016 to 89% in 2017</p> <p>Maths – 43% in 2016 to 78% in 2017</p> <p>GPS - 57% in 2016 to 89% in 2017</p>

Intended Outcome:	Increase in number of children achieving age related expectations in Writing in all Key Stages			
Area for Development, Barrier and Proposed Impact	Strategy (including Rationale)	Cost	Evaluation	Impact
<p>Too few pupils are reaching age related expectations in Writing at the end of all key stages.</p> <p>Children have low self-esteem in their abilities and their aspirations need to be raised.</p> <p>Proportion of children achieving ARE (age related expectations) in Writing at the end of all key stages will increase from 2016.</p> <p>Proportion of children achieving ARE in Writing at the end of all key stages will be at least in line with national average.</p>	<p>Additional support tailored to the needs of individual pupils will be required to ensure these children can enjoy success.</p> <p>A creative approach to the teaching of Writing is needed to involve the less-engaged pupils.</p> <p>Staff need to know the children well and be aware of their emotional and social issues as well as their academic ability.</p>	<p>Use of 1:1 Tuition, additional teaching assistants and additional teaching in the afternoon sessions. (£10,000)</p> <p>Targeted interventions with Teaching Assistant during afternoon sessions daily (£10,000)</p> <p><b>TOTAL: £20,000</b></p>	<p>1:1 tuition throughout the year targeted PP children as well as individual &amp; small group support from class teacher during the afternoon sessions.</p> <p>Very effective tracking of PP children.</p> <p>Interventions across all key stages to address the under-performance of Writing amongst PP children.</p>	<p>Percentage of children achieving at least the expected standard at the end of Reception increased from: Writing – 67% in 2016 to 100% in 2017.</p> <p>Percentage of PP children achieving ARE in Year 2 did not increase due to the very small cohort of PP in this year group &amp; 50% also being SEN. Progress was accelerated through the strategies employed.</p> <p>Percentage of PP children achieving ARE in Year 6 increased from: Writing – 57% in 2016 to 89% in 2017.</p>

Intended Outcome:	Improve access to educational visits and music tuition			
Area for Development, Barrier and Proposed Impact	Strategy (including Rationale)	Cost	Evaluation	Impact
<p>Access for all children to residential visits and music tuition.</p> <p>Economic Issues</p> <p>Children will have access to a wide variety of enriched experiences which include learning outside of the classroom.</p>	<p>Payment towards residential visits and music tuition is available for PP children.</p>	<p>£2,000 approximately per year.</p> <p><b>TOTAL: £2,000</b></p>	<p>A range of residential visits took place including: Overnight Visit to Bird Oswald and residential to France.</p> <p>A range of music tuition is offered in school including violin, keyboard and guitar.</p>	<p>All children are able to take part in all learning experiences.</p>