<u>Lanchester E.P. (Controlled) Primary School Pupil Premium Strategy 2016 – 2017</u>

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

Intended Outcome:	Increase in number of children achieving KS1 Phonics			
Area for Development, Barrier and Proposed Impact	Strategy (including Rationale)	Cost	Evaluation	Impact
Too few pupils are	Pupils with poor phonic	Teaching Assistant	Organisation of	Percentage of PP
reaching the expected	knowledge will need	(£19,000)	teaching changed	children achieving the
standard in the Year 1 &	initial support from class	(113,000)	from whole key stage	standard in Year 1
Year 2 Phonics Screening	teacher and additional	Additional	groups to cohort	increased from 0% in
Check.	support from teaching	resources (£3,000)	groupings. Support	2016 to 67% in 2017
Check	assistants during both the	(23)000)	given for whole class,	which is broadly in line
	morning and afternoon	CPD for staff	individuals and groups	with the national
Sole use of the RWI	sessions. An additional	(£1,000)	from teaching	average.
scheme not appropriate	teaching assistant will be		assistant.	
for all children.	needed to work with	Develop outdoor		Percentage of PP
	these pupils.	area to further	Very effective in-	children achieving the
		opportunities and	house tracking system	standard in Year 2
	A new approach to	experiences for	developed and used.	remained at 100%
Proportion of children	teaching phonics will	phonics (£1,000)		which is above the
reaching the expected	need embedded with all		Changes in times for	national average.
standard at the end of	staff. CPD will be needed		phonic teaching.	
Year 1 will increase from	to ensure all staff are			
2016.	confident in the teaching		A range of resources	
	of phonics.		purchased and used	
			daily.	
Proportion of children			Staff confidence	
reaching the expected			improved.	
standard at the end of				
Year 1 will be at least in				
line with national average.		TOTAL: £24,000		

Intended Outcome:	Increase in number of child	at the end of KS2		
Area for Development,	Strategy	Cost	Evaluation	Impact
Barrier and Proposed	(including Rationale)			
Impact				
Too few pupils are	Additional support	Employment of	1:1 tuition throughout	Percentage of PP
reaching age related	tailored to the needs of	specialist teacher	the year targeted PP	children achieving ARE
expectations in Reading,	individual pupils will be	of Maths	children as well as	in Year 6 increased
Writing and Maths at the	required to ensure these	(£9,000)	individual & small	from:
end of KS2.	children can enjoy		group support from	
	success.	Employment of	class teacher during	Reading - 43% in 2016
		additional teacher	the afternoon	to 78% in 2017
Children have low self-	An interactive approach	to allow small	sessions.	
esteem in their abilities	to the teaching of Maths	group teaching		Writing – 57% in 2016
and their aspirations need	and GPS is needed to		Very effective tracking	to 89% in 2017
to be raised.	involve the less-engaged	Additional teaching	of PP children.	
	pupils.	in the afternoons		Maths – 43% in 2016
	Coff Constitution of the	(£3,000)	1:1 tuition and	to 78% in 2017
Due no ution of obilduous	Staff need to know the		additional small group	CDC F70/ in 2016 to
Proportion of children	children well and be		support very focused.	GPS - 57% in 2016 to 89% in 2017
achieving ARE (age related	aware of their emotional and social issues as well			89% IN 2017
expectations) at the end of Year 6 will increase from				
2016.	as their academic ability.			
2010.				
Proportion of children				
achieving ARE at the end				
of Year 6 will be at least in				
line with national average.				
		TOTAL: £12,000		

Intended Outcome:	Increase in number of children achieving age related expectations in Writing in all Key Stages			
Area for Development,	Strategy	Cost	Evaluation	Impact
Barrier and Proposed	(including Rationale)			
Impact				
Too few pupils are	Additional support	Use of 1:1 Tuition,	1:1 tuition throughout	Percentage of children
reaching age related	tailored to the needs of	additional teaching	the year targeted PP	achieving at least the
expectations in Writing at	individual pupils will be	assistants and	children as well as	expected standard at
the end of all key stages.	required to ensure these	additional teaching	individual & small	the end of Reception
	children can enjoy	in the afternoon	group support from	increased from:
	success.	sessions.	class teacher during	Writing – 67% in 2016
Children have low self-		(£10,000)	the afternoon	to 100% in 2017.
esteem in their abilities	A creative approach to		sessions.	
and their aspirations need	the teaching of Writing is	Targeted		Percentage of PP
to be raised.	needed to involve the	interventions with	Very effective tracking	children achieving ARE
	less-engaged pupils.	Teaching Assistant	of PP children.	in Year 2 did not
		during afternoon		increase due to the
Proportion of children	Staff need to know the	sessions daily	Interventions across	very small cohort of PP
achieving ARE (age related	children well and be	(£10,000)	all key stages to	in this year group &
expectations) in Writing at	aware of their emotional		address the under-	50% also being SEN.
the end of all key stages	and social issues as well		performance of	Progress was
will increase from 2016.	as their academic ability.		Writing amongst PP	accelerated through
			children.	the strategies
Duan aution of shilder				employed.
Proportion of children				Danasata as of DD
achieving ARE in Writing at				Percentage of PP
the end of all key stages				children achieving ARE
will be at least in line with				in Year 6 increased from:
national average.				
		TOTAL : £20 000		Writing – 57% in 2016 to 89% in 2017.
		TOTAL: £20,000		LO 83% III 2017.

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