

Pupil premium strategy

1. Summary information					
School	South Lake Primary School				
Academic Year	2018-2019	Total PP budget	£54,120 (FY18/19)	Date of most recent PP Review	Sept 2018
Total number of pupils	461	Number of pupils eligible for PP	47	Date for next internal review of this strategy	Sept 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	83%	78% (64%)
% making expected progress in reading (as measured in the school)	83%	87% (75%)
% making expected progress in writing (as measured in the school)	83%	90% (78%)
% making expected progress in mathematics (as measured in the school)	83%	87% (75.5)

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Many children eligible for PP lack the skills and confidence to communicate their learning effectively.
B.	Lack of life experiences and vocabulary is inhibiting their potential to achieve greater depth in writing.
C.	Boys are disengaged with reading.

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

D.	Low attendance and poor punctuality for some children
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4. Intended outcomes		How will it be measured?
A.	After 1 year: Children using sentence stems to articulate their learning. Using subject specific vocabulary accurately After 2 years : Children confident in presentation and exploratory talk, teachers confident to deliver an Oracy rich curriculum	Observations Learning Walks Planning scrutiny Pupil/ Staff voice questionnaires
B.	Percentage of children achieving greater depth will increase at both KS1 and KS2 (end of year data)	Termly progress monitoring End of year data
C.	Percentage of boys achieving expected or greater depth will increase	Pupil questionnaire- attitudes to reading Termly progress monitoring End of year data

D.	Improved attendance and punctuality for pupil premium children	Attendance data to be monitored by Admin and Family Support Advisor
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5. Planned expenditure					
Academic year	2018-2019				
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 rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Teachers to deliver high quality Book Talk and Vipers lessons	A greater % of chn (boys) achieving greater depth in reading at KS2	 <p>Reading comprehension strategies High impact for very low cost, based on extensive evidence.</p>	Observations, planning. Book scrutiny of reading journal, book talk questionnaires	SH	July 2019
No Pens Day	Oracy is recognised, valued and celebrated across school	Empower and encourage teachers to plan opportunities for children to learn 'how to talk' and learn 'through talk'. https://www.teachertoolkit.co.uk/2017/06/21/nopensday/	Learning walk, planning, pupil feedback	KP VT	Spring 2019
Total budgeted cost					£26,131

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?
Trained staff to deliver LSS programmes	Children working significantly below the expected standard will make accelerated progress	<p>Reading comprehension strategies</p> <p><small>High impact for very low cost, based on extensive evidence.</small></p> 	<p>Support staff will be trained by a learning support advisor.</p> <p>Children will receive this support regularly</p>	JS	<p>Termly (end of term data)</p> <p>July 2018</p>
PP Leaders and SENCO to hold meetings for disadvantaged children not making expected progress	Identify specific barriers for these children and set targets and actions to help accelerate progress	<p>Individualised instruction</p> <p><small>Medium impact for very low cost, based on moderate evidence.</small></p> 	Termly surgery meetings, data progress tracking, draw upon the expertise of experienced staff	JS VT KP	<p>Termly (end of term data)</p> <p>July 2018</p>
Lessons planned to Specifically deliver the teaching of Oracy skills	Teachers will use varied opportunities for talk and discussion in lessons	https://www.cam.ac.uk/research/discussion/why-teach-oracy	Planning scrutiny, teacher feedback, observations of trained staff, staff meeting discussions and sharing of ideas and good practice.	VT KP	July 2018
Total budgeted cost					£6,768

iii. Other approaches					
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?
Oracy Training	Staff will have a shared understanding and language for Oracy	<p>Oral language interventions Moderate impact for very low cost, based on extensive evidence.</p>	Evidence in class displays, observations, conversations with students and staff. Pupil and staff voice questionnaires	KP VT	July 2019
PSA to monitor attendance. Build relationships and tailor support for children whose attendance has dropped below the national average.	Attendance for disadvantaged children will fall in line with the national average.	Children are unable to make expected or accelerated progress if they do not attend school.	PSA to monitor and follow up absentees daily.	CS AM	Termly
Total budgeted cost					18734

6. Additional detail

Unallocated budget is held in reserve for curriculum enrichment opportunities, or for further intervention strategies, should they be required. All monies must be spent by end of financial year, April 2019.