



Lansbury Lawrence Primary School

Pupil Premium Strategy for 2016~17

Summary information		
Academic year: 2016~17	Total PP income: £337,600	Date of most recent PP review: Aut 1 2016
Total number of pupils: 570	Number of pupils eligible for PP: 219	Date for next internal review: Aut 1 2017

Barriers to learning for 'disadvantaged' pupils at Lansbury Lawrence
<ol style="list-style-type: none"> 1. Low levels of progress in maths & English for individuals, groups & cohorts 2. Narrow experiences of the world they live in 3. Lower levels of health & wellbeing

Summary
<p>The pupil premium funding enables us to provide interventions & support as well as widening horizons & opportunities for disadvantaged pupils. As a result, by the time pupils leave the school, at the end of Year 6, we narrow the gap between the attainment of our 'disadvantaged' pupils compared to the 'other' pupils.</p>

Planned expenditure of £337,600 for 2016~17				
1. Strategies & Interventions Targeted at Progress in Maths & English for Individuals, Groups & Cohorts				
Aim	Rationale	Actions	Staff lead	Cost
To accelerate 'disadvantaged' pupils' progress in maths and English	To diminish the differences in the attainment of 'disadvantaged' pupils compared to 'other' pupils, 'disadvantaged pupils need to make accelerated progress	Accelerated Reader	English leader	£1,854
		Accelerated Reader resources	English leader	£2,500
		Guided Reading resources	English leader	£3,000
		Phonics resources	English leader	£2,000

		Additional staff: <i>+1 TA reception; +1 TA Year 6; +1 Teacher Y6; Additional SENCO in the Early Years</i>	Headteacher	£156,767
		3rd Space Learning	Inclusion leader	£5,000
Total budgeted cost				£171,121
2. Widening Children's Horizons				
Aim	Rationale	Actions	Staff lead	Cost
To provide pupils with a broad range of extra-curricular learning experiences	Information shows that our 'disadvantaged' pupils do not have the wide range of additional learning experiences outside of school hours as 'other' pupils	Shakespeare Schools Festival	English leader	£800
		THEBP	Inclusion leader	£600
		Lost Lending Library	English leader	£1,500
		Wigmore Hall Partnership	Music leader	£600
		Bow Arts Collaboration	Art leader	£3,000
		Clubs	Clubs leader	£20,000
		THAMES Music Tuition	Music leader	£17,000
		Subsidising educational & residential visits	Humanities leader	£10,000
Total budgeted cost				£53,500
3. Health & Wellbeing				
Aim	Rationale	Actions	Staff lead	Cost
		Therapists & Place2Be	Inclusion leader	£27,000

To improve the health & wellbeing of disadvantaged pupils	Information shows that our disadvantaged pupils have lower levels of both physical & mental health	Physical Activity Leader	PE leader	£10,000
		Family Liaison Worker & Learning Mentor	Inclusion leader	£64,169
Total budgeted cost				£101,169
4. Staff Training				
Aim	Rationale	Actions	Staff lead	Cost
To ensure that teachers are well-equipped to support the learning of pupils who are disadvantaged	Feedback from teachers showed that they were keen to develop knowledge & understanding in these key areas to support progress of disadvantaged pupils	Phonics Programme:	English leader	£8,000
		Maths Mastery	Maths leader	£3,400
		Philosophy for Children in the Early Years	EYFS leader	£1,200
		Wigmore Hall Partnership	Music leader	£600
Total budgeted cost				£13,200

Review of expenditure for 2016~17

1. Strategies & Interventions Targeted at Progress in Maths & English for Individuals, Groups & Cohorts

Aim	Rationale	Actions	Continue Y or N	Comments
To accelerate 'disadvantaged' pupils' progress in maths and English	To diminish the differences in the attainment of 'disadvantaged' pupils compared to 'other' pupils, 'disadvantaged pupils need to make accelerated progress	Accelerated Reader	Y	Improved engagement with reading – particularly among boys. Further training is available over the next 12 months to enhance further how we use AR
		Accelerated Reader resources	Y	Stock is improved so a reduced budget this year. Some stock still to buy as well as some rolling replacement funding.
		Guided Reading resources	Y	Working with consultant to improve resources this year
		Phonics resources	Y	Phonics is now well resourced. A small amount of money required for rolling replacements
		Additional staff: <i>+1 TA reception; +1 TA Year 6; +1 Teacher Y6; Additional SENCO in the Early Years</i>	In Part	Additional TAs in Reception and Y6 are funded through PPG. No additional SENCO but additional admin support bought in to add capacity.
		3rd Space Learning	N	Positive feedback from staff around confidence levels but this was an outcome from pre-teaching. EEF toolkit did not support continuation.

2. Widening Children's Horizons

Aim	Rationale	Actions	Continue Y or N	Comments
To provide pupils with a broad range of extra-curricular learning experiences	Information shows that our 'disadvantaged' pupils do not have the wide range of additional learning experiences outside of school hours as 'other' pupils	Shakespeare Schools Festival	Y	A valuable experience that brought the community together
		THEBP	Y	Reading volunteers excellent value. Other opportunities available.
		Lost Lending Library	N	Hugely successful but not available this year
		Wigmore Hall Partnership	Y	A very successful collaboration with every child in the school participating in significant wider opportunities and enrichment.
		Bow Arts Collaboration	Y	A wide range of activities including CPD as part of the subsidised offer. Children participate in exhibitions which gives their work meaning and purpose.
		Clubs	Y	An essential part of our school provision of which we are very proud.
		THAMES Music Tuition	In Part	Employment of a music teacher has made some of this service redundant. Continuing to provide small group lessons to those who have shown an aptitude or interest.
		Subsidising educational & residential visits	Y	An essential part of our school offer. More adventurous (and valuable) residential expected in 2018

3. Health & Wellbeing				
Aim	Rationale	Actions	Continue Y or N	Comments
To improve the health & wellbeing of disadvantaged pupils	Information shows that our disadvantaged pupils have lower levels of both physical & mental health	Therapists & Place2Be	N	Unsuccessful due to the inability of the provider to meet their contractual obligations – refund received
		Physical Activity Leader	Y	2-year project part funded. Positive impact after Year 1 on activity levels and profile of sport within the school
		Family Liaison Worker & Learning Mentor	Y	Vital to the emotional well-being of our children and families. LM taking on responsibility for managing other adults delivering emotional literacy programmes - extending her impact.
4. Staff Training				
Aim	Rationale	Actions	Continue Y or N	Comments
To ensure that teachers are well-equipped to support the learning of pupils who are disadvantaged	Feedback from teachers showed that they were keen to develop knowledge & understanding in these key areas to support progress of disadvantaged pupils	Phonics Programme:	Y	Year 1 success and part of a 3 year improvement journey – consultant extending to support GR across the school.
		Maths Mastery	Y	Positive impact in Rec-Y3 but not extended to Y4 as the quality in Y4 is so strong. Will need to consider if we still need MM next year.
		Philosophy for Children in the Early Years	Y	Extend through the school – backed by EEF toolkit
		Wigmore Hall Partnership	Y	See above

Review of expenditure in 2015~16**1. Strategies & Interventions Targeted at Progress in Maths & English for Individuals, Groups & Cohorts**

Aim	Actions	Continue Y or N
To accelerate 'disadvantaged' pupils' progress in maths and English	Accelerated Reader	Y
	Accelerated Reader resources	Y
	Guided Reading resources	Y
	Phonics resources	Y
	Additional staff	Y
	3rd Space Learning	Y

2. Widening Children's Horizons

Aim	Action	Continue Y or N
To provide pupils with a broad range of extra-curricular learning experiences	Shakespeare Schools Festival	Y
	THEBP	Y
	Lost Lending Library	Y
	Wigmore Hall Partnership	Y
	Bow Arts Collaboration	Y
	Clubs	Y
	THAMES Music Tuition	Y
	Subsidising educational & residential visits	Y

3. Health & Wellbeing

Aim	Action	Continue Y or N
To improve the health & wellbeing of disadvantaged pupils	Therapists & Place2Be	Y
	Physical Activity Leader	Y
	Family Liaison Worker & Learning Mentor	Y
4. Staff Training		
Aim	Action	Continue Y or N
To ensure that teachers are well-equipped to support the learning of pupils who are disadvantaged	Phonics Programme:	Y
	Maths Mastery	Y
	Philosophy for Children in the Early Years	Y
	Wigmore Hall Partnership	Y

Impact of Pupil Premium Spending for 2015~ 2016 on outcomes for 'disadvantaged' pupils

The absence rates for 'FSM' pupils are lower than for 'all' pupils & 'non-FSM' pupils

Absence

% of sessions missed (cohort)

	2014	2015	2016	highest 10% (nat)
Nat all pupils	3.9	4.0	3.9	5.08
All pupils	3.4	3.7	4.4 (370)	
FSM	3.4	4.0	4.1 (219)	
Non FSM	3.1	3.2	4.8 (144)	

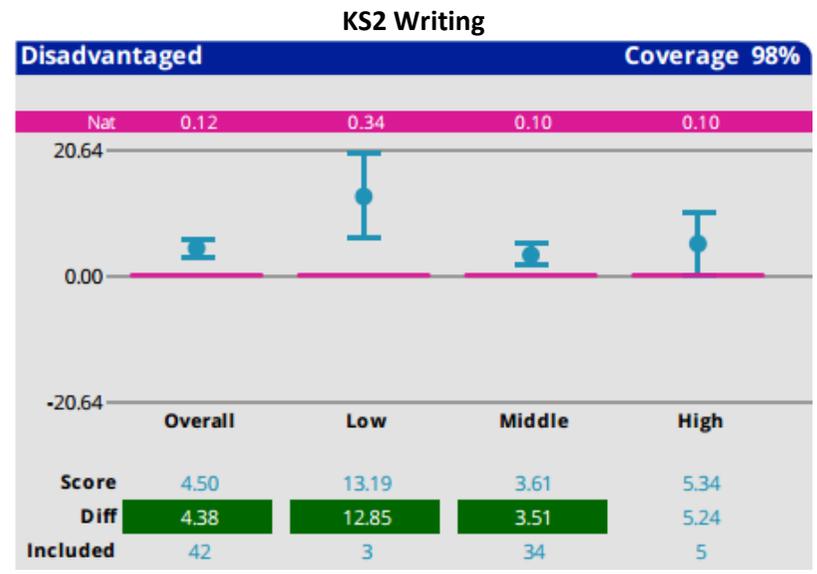
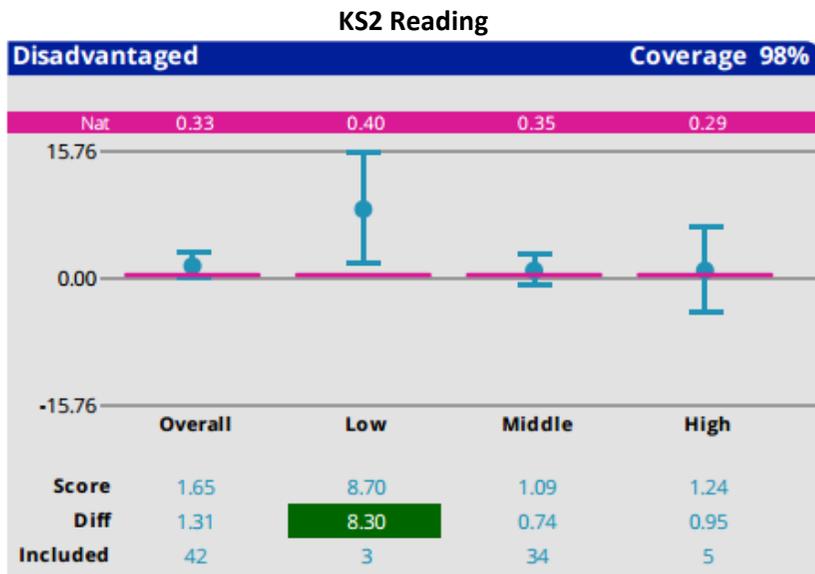
The PA rates for 'FSM' pupils are lower than for 'all' pupils and for 'non-FSM' pupils

Persistent Absence

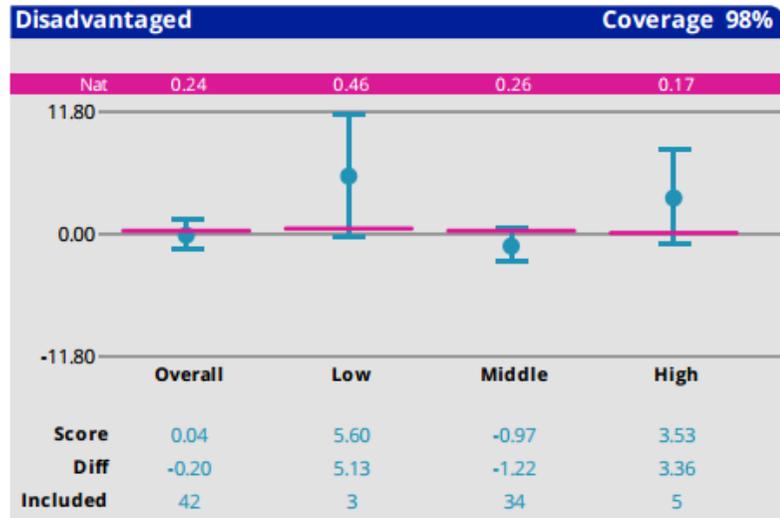
% of pupils absent for 10% or more sessions (cohort)

	2014	2015	2016	highest 10% (nat)
Nat all pupils	-	-	8.8	14.57
All pupils	-	-	10.0 (370)	
FSM	-	-	8.2 (219)	
Non FSM	-	-	13.2 (144)	

Diminishing the difference for 'disadvantaged' pupils by the end of KS2 in 2015~16



KS2 Maths

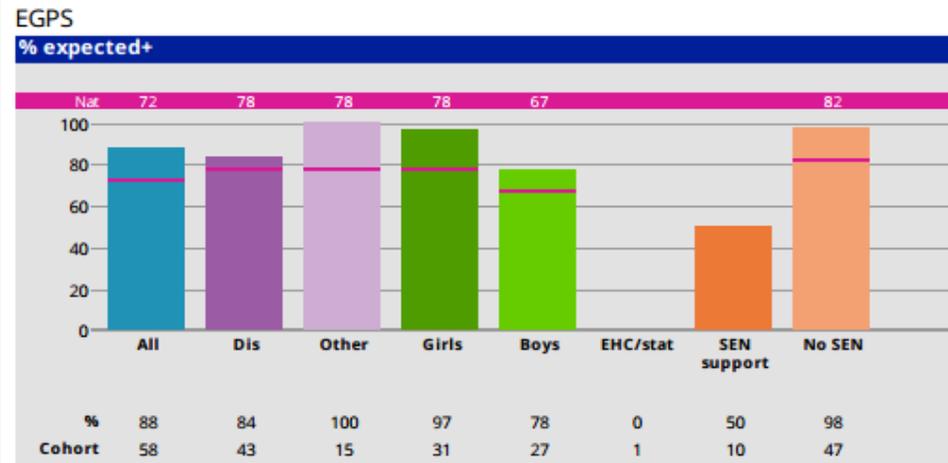


Headlines:

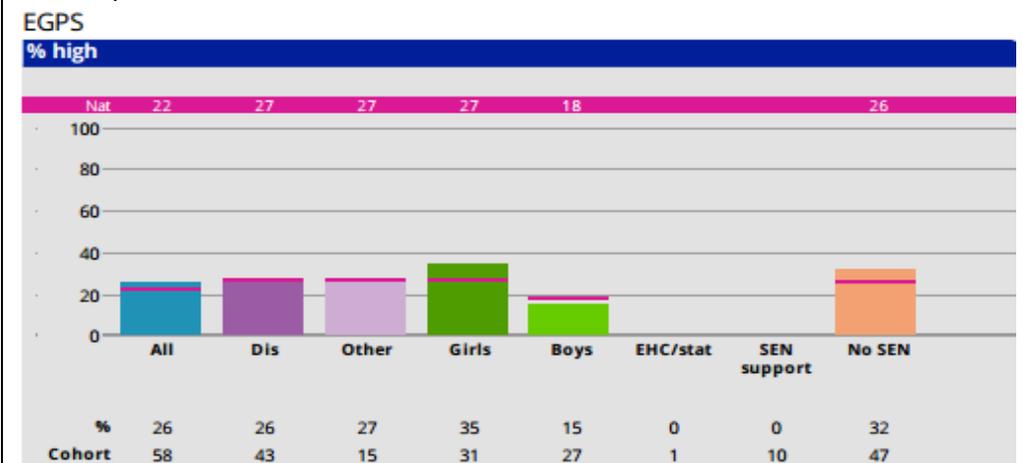
- In all core subjects 'disadvantaged' pupils made progress that was as good as if not better than 'other' pupils nationally across KS2
- In writing the progress of 'disadvantaged' pupils across KS2 compared to 'other' pupils nationally was exceptional

Progress & attainment of 'disadvantaged' pupils v 'other' pupils in 2015~16

KS2 EGPS: 'Disadvantaged' pupils attain more highly than 'others' nationally

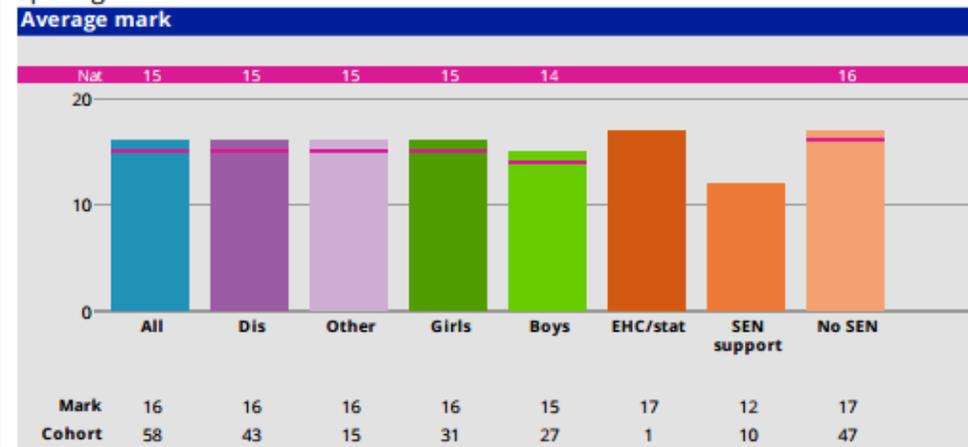


KS2 EGPS: 'Disadvantaged' pupils' attainment of the high score was in line with 'others' nationally



KS2 Spelling: The average score for 'disadvantaged' pupils was higher than 'others' nationally

Spelling



KS2 Science: The attainment of 'disadvantaged' pupils was higher than 'others' nationally

Science

