



Pupil Premium Strategy Lathom Junior School 2016-2017



Principles:

All members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring environment. As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop his/her full potential, irrespective of need.

Background:

The pupil premium targets extra funding for pupils from deprived backgrounds. Research shows these students underachieve compared to their non-deprived peers. The premium is provided in order to support these pupils to reach their potential.

The Government have used pupils entitled to free school meals, children of service personnel and children looked after as an indicator for deprivation and have deployed a fixed amount of money to schools per pupil, based upon the number registered for FSM. At Lathom Junior School, we will be using the indicator of those eligible for FSM as our target children to 'narrow the gap' regarding attainment and progress.

Impact of 2015/16 funding on attainment and achievement, punctuality and attendance.

The total funding allocated for 2015-2016 was £378,300, a breakdown of how this funding was spent and the analysis of the funding can be found on the pupil premium spend analysis on the school website.

The Government have not dictated to schools how to spend this money, but are clear that schools will need to employ strategies that they know will support these students to increase their attainment and narrow the gap.

Provision:

In order to meet the above requirements, the Governing Body of the Althmore and Lathom Schools Federation will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. As part of the additional provision made for pupils who belong to the vulnerable groups, the Governors of the school will ensure that the needs of socially disadvantaged pupils are adequately addressed.

We have raised staff awareness to ensure learning is personalised and provision is monitored through work scrutiny, data analysis and lesson observations and the pro-forma for these have been changed as a result. We have added an additional check to our internal assessment information to track additional support and have a focused plan for Interventions across the school.

As part of our on-going tracking, we will also use the information from our Clubs to check if FSM pupils are taking the opportunities offered for enrichment activities and attending clubs and trips. Against National outcomes, attendance figures at Lathom Nationally the attendance figures include comparison between National and School and FSM and Non FSM.

Parents who have children eligible for pupil premium support have been contacted to explain the intervention process and identify individual areas of support. In certain cases, this has identified specific allocation of funding for example in one instance a student able to gain subsidised internet access for the first time from home. Our aim is to close the gap between students in the pupil premium cohort and their peers under the following 2 categories: Attainment and achievement.

Key Questions that the Leadership and Management of Lathom Junior School will consider as part of our Strategy.

1. Who are our disadvantaged pupils?
2. What percentage of our school population is disadvantaged?
3. What percentage per year group?
4. Who are our key underperforming groups?
5. How will we ensure that the shift of strategic intent from previous identified groups to pupil premium will not disadvantage those groups?
6. How will we close the gap between pupil premium and non-pupil premium pupils?
7. What is the provision for more able disadvantaged pupils?
8. What strategies will we employ to support both progress and attainment?
9. How will we ensure that all pupil premium pupils are aware that they are being supported by a measureable amount that they can articulate?

Strategic intent:

How will we ensure that the shift of strategic intent from previous identified groups to pupil premium will not disadvantage those groups?

Strategic Intent 1: PUPILS - To recognise measurable impact that the pupil premium funding has on closing the gap in progress and attainment

Actions	By Whom	By When	Outcomes
<ul style="list-style-type: none"> Identify key intervention strategies to raise the attainment of pupils who are eligible for pupil premium funding. Carry out a needs analysis audit for all PP students- use GL data and teacher assessment to identify key groups and pupils. 	- Assessment Leader and Intervention Lead Teacher	- on-going	- Students supported by the pupil premium funding make significant progress matched against other groups.
<ul style="list-style-type: none"> To identify the progress made by pupils supported by pupil premium funding (Review of key questions) 	- FLT	- on-going	- Leadership team and governors are aware of the impact of pupil premium funding and action necessary change.
<ul style="list-style-type: none"> To review strategies which had the greatest impact in 2015/2016 	- Interventions Leader - FLT	- October 2016 – Publishing of Raise Data- Validated data	- Leadership team and governors aware of impact of pupil premium funding and action necessary change.

Strategic Intent 2:

LEADERSHIP OF LEARNING - To enable all stakeholders to **identify** how the pupil premium funding is allocated

Actions	By Whom	By When	Outcomes
<ul style="list-style-type: none"> All leaders to deepen their understanding of the needs of pupils including those supported by PP and the need to close the gap 	- Federation Leadership Team	- on-going	- Leadership Team place performance of pupil premium students in strategic monitoring plan and Pupil Progress meetings and able to lead accountability with staff.
<ul style="list-style-type: none"> Ensure high levels of communication to governors about pupils supported by PP 	- Executive Headteacher and Deputy Headteacher responsible for Assessment	- On-going	- Governing Body recognise holding the Leaders performance of pupils supported by PP funding to account.

<ul style="list-style-type: none"> Recruit a governor who has a track record of excellence in closing the gap of students who receive PPG 	<ul style="list-style-type: none"> Chair of Governors and Exec Headteacher to identify skilled Governor 	<ul style="list-style-type: none"> November 2016 	<ul style="list-style-type: none"> Governors will be able to challenge and advise Leadership Team on the strategic use of Pupil Premium
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Strategic Intent 3:
FACILITATION OF LEARNING - To **devolve** a funding allocation which will effectively target progress and attainment of specific pupils supported by the pupil premium

Actions	By Whom	By When	Outcomes
<ul style="list-style-type: none"> Leadership of pupil premium resources funding identified 	<ul style="list-style-type: none"> Head of Schools (MS/CM) 	<ul style="list-style-type: none"> on-going 	<ul style="list-style-type: none"> Clear lines of funding allocation and responsibility recognised.
<ul style="list-style-type: none"> School Bursar to regularly communicate financial expectations linked to pupil premium allocation 	<ul style="list-style-type: none"> Rupert Jones Finance Consultants 	<ul style="list-style-type: none"> on-going 	<ul style="list-style-type: none"> Leadership team and Governing body aware of financial allocation of pupil premium funding and its development

Pupil Premium Allocation for Lathom Junior School: £ 435,600.00

What are our main barriers to our pupils making progress?	How will we address these barriers	Rationale for choosing the strategy?	Budgetary Allocation	Key Performance Indicators
<ul style="list-style-type: none"> Social Deprivation and Poverty % of pupils live in overcrowded homes and family incomes are below the breadline 	<ul style="list-style-type: none"> Links with the Altmere Children Centre Part fund the work of 2 Outreach workers Part fund the costs of 2 Learning Mentors at Lathom Junior School 	<ul style="list-style-type: none"> At present we have less than 1% of our pupils who have been referred to Children and Family Practices and Children's Social Care, less than 0.5% of these pupils are also eligible for Pupil Premium 	<ul style="list-style-type: none"> £15,000 	<ul style="list-style-type: none"> Early identification of vulnerable pupils and groups is quickly supported by key stakeholders. Effective partnerships with external agencies enable good outcomes for these key groups of pupils. Learning Mentors are able to provide bespoke support packages for pupils who are at risk. Effective tracking and logs are kept. Impact and Chronologies of intervention demonstrate impact and a reduction of incidents.

<ul style="list-style-type: none"> English as an additional language 97% of the pupils at Lathom are EAL 	<ul style="list-style-type: none"> Identify providers to support teachers and support staff with in class teaching strategies (Hounslow Language Service) Employ 3 day EAL Teacher – Senior Experienced teacher Audit the resources within the school to ensure lessons are well resourced to support EAL pupils 	<ul style="list-style-type: none"> We have identified groups that are currently underperforming In addition, we know that There is a significant proportion of mid phase admissions to the school with English as a second language that needs a focused and bespoke ‘learning offer’ 	<p>£80,000</p>	<ul style="list-style-type: none"> Rigorous and robust tracking and identification of EAL pupils Bespoke learning offer is mapped out by the specialist teacher leading EAL. Support staff and teachers are trained to ensure high quality impact and outcomes for this group. EAL pupils make good progress
What are our main barriers to our pupils making progress?	How will we address these barriers	Rationale for choosing the strategy?	Budgetary Allocation	Key Performance Indicators
<ul style="list-style-type: none"> Deepen teachers understanding of this specific group of pupils and ensuring on-going support for class teachers and support staff 	<ul style="list-style-type: none"> Support teachers to plan for Pupil Premium eligible pupils within mainstream lessons and identify these groups for targeted interventions. Through rigorous monitoring and evaluation, the L&M will ensure consistency in effective planning for Pupil Premium eligible pupils across all subjects Ensure that all class teachers brief additional support staff about learning through dedicated meetings. Provision management Lesson plan scrutiny Lesson observations Pupil work scrutiny (outcomes, outputs, changes to pupil work) Develop through CPD - Quality First teaching (QFT principles) 	<ul style="list-style-type: none"> Through targeted, high impact CPD we aim to address the concept of QFT through providing in-class strategies to support teachers. The school currently has SEN and Pupil Progress consultation meetings that supports pupil progress 	<p>£25000</p>	<ul style="list-style-type: none"> Support Staff and Teachers meet at the start of the week to discuss planning and provision. Internal CPD with a sharpened focus on PP groups- teachers developing their practice. Provision management Lesson plan scrutiny Lesson observations Pupil work scrutiny (outcomes, outputs, changes to pupil work) Performance reviews/meetings Staff interviews/surveys CPD Evaluations

What are our main barriers to our pupils making progress?	How will we address these barriers	Rationale for choosing the strategy?	Budgetary Allocation	Key Performance Indicators
<ul style="list-style-type: none"> Resources to support the delivery of the changes to the New National Curriculum including the teaching of Maths and English 	<ul style="list-style-type: none"> We aim to include a range of appropriate additional curriculum opportunities are within normal school hours Provide free After school curriculum clubs within normal school hours including Booster classes for Year 6 targeted pupils who are eligible for PP. We will continue to use the funding to subsidise educational visits and residential visits. Pay for the analysis of Assessments to populate Teaching and Learning Reports to identify what teaching approaches and strategies are best used to support the specific needs of pupils eligible for Pupil Premium? Pay for Maths Consultant to support the school with strategies for Maths. Thus taking on specialist advice to draw on to make improvements in provision and the teaching of Maths 	<ul style="list-style-type: none"> The reports generated from the analysis of Assessments have provided strategic support in identifying groups of pupils. These reports provide key findings on teaching strategies that can be used to support individual learning styles. The Booster Classes aimed at Yr 6 pupils eligible for PP and Non PP have proved to be successful as these target pupils in small groups with focused 1:1 teaching strategies. Using the analysis of our KS2 Maths results and the analysis of the assessment of the maths tests within Yr. 3-5 we have identified that Maths Reasoning is an issue that needs addressing, the Maths consultant will work with Yr 6 primarily to model strategies to address this issue. 	£110 000	<ul style="list-style-type: none"> Staff will be aware of the new changes to the new national curriculum and how to plan for all pupils to access learning. The experiences pupils gain from the educational visits and residential enable them to gain a broad and balanced curriculum. Through our robust analysis of pupil data sets we will continue to monitor and track the progress of all groups of pupils, this means that pupils who are at risk of not achieving will be identified and early intervention will be put in place to support Through the focused work with the Maths Consultant we will see impact in end of Key Stage 2 (Maths reasoning outcomes)
What are our main barriers to our pupils making progress?	How will we address these barriers	Rationale for choosing the strategy?	Budgetary Allocation	Key Performance Indicators
<ul style="list-style-type: none"> Socio-Emotional Development of pupils 	<ul style="list-style-type: none"> Resilience Project led by the Educational Psychologist Peer Mediation Training Co-Operative Learning Strategies Training that will aim at enabling pupils to have positive attitudes to learning and a thirst for knowledge 	<ul style="list-style-type: none"> The school has 0% of fixed term exclusions The school celebrated a low 2% of incidents on the playground Pupils are identified for the Resilience Project as an early intervention strategy. Pupil's behaviour is exemplary in 	£15,000	<ul style="list-style-type: none"> Pupil's behaviour and welfare is outstanding. Pupils develop good learning and co-operative strategies in the class and apply these skills in a range of different contexts. Specific pupils with emotional

	<ul style="list-style-type: none"> - across all Learning contexts. 	<ul style="list-style-type: none"> - classrooms and around the school. 		<ul style="list-style-type: none"> - and social needs are well cared for and pastoral support is provided to them.
<ul style="list-style-type: none"> • The recruitment of specialist support staff and teaching staff to support teaching and learning 	<ul style="list-style-type: none"> - Part costs of Support Staff and Teaching staff for all classes - The recruitment of 2 experienced teachers to lead Yr. 5 team and 1 teacher to support in Year 6 - Recruitment for 2 x ACHIEVE teachers for Year 3 pupils and Year 6 Set 4 teacher - Evaluate the impact of these teachers against Teachers Standards and evaluate the value for money in your deployment of staff and other resources? 	<ul style="list-style-type: none"> - We recognise the need to ensure that the progress and attainment of significant groups and individual pupils need to be maintained over time. Our experience has shown us the impact of Early Intervention and specialist teaching support for groups result in these pupils making rapid progress. 	£170 ,000	<ul style="list-style-type: none"> - Identified pupils accessing specialist support make expected progress and 'catch up' with their peers. - Narrow the gap between underperforming groups of pupils.
<ul style="list-style-type: none"> • More able disadvantaged pupils do not always have access to bespoke programmes 	<ul style="list-style-type: none"> - Identify partnership work through our 'Spotting Promise G&T' Programme 	<ul style="list-style-type: none"> - We have designed a 'Spotting Promise' Programme that will provide our more able pupils with a range of projects and additional challenge to enable them to make more than expected progress. 	£20,000	<ul style="list-style-type: none"> - More able disadvantaged group make more than expected progress. - A range of bespoke programmes and projects offered to targeted pupils.

Internal Assessment Information

1. Attendance

Year	Disadvantaged Students (FSM)	Other Students (Non FSM)	Gap
Year 3	95.3%	95.7%	0.4%
Year 4	96.6%	95.9%	0.7%
Year 5	96.6%	96%	0.06%
Year 6	96.6%	95.7%	0.09%

2. Progress and Attainment Indicators

Year	Disadvantaged Students (FSM)			Other Students (Non FSM)			Gap		
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
Year 3 98 – D 33 - O	70%	57%	65%	66%	66%	64%	4%	9%	1%
Year 4 78 – D 37 - O	65%	64%	66%	70%	73%	73%	5%	9%	7%
Year 5 75 - D 42 - O	60%	44%	60%	43%	43%	52%	17%	1%	8%
Year 6 75 - D 45 - O	57%	56%	57%	57%	52%	60%	0	4%	3%

D – Disadvantaged; O – Other non- disadvantaged