

## Lewknor Primary School

### Pupil Premium Report – October 2016

The Pupil Premium is an element of school funding. It is a grant which was introduced in April 2011 and is allocated to those children entitled to receive free school meals, children of families in the armed forces and any looked after children. At Lewknor Primary we currently have 80 pupils, 10 (12.5%) of whom are on the Pupil Premium Register.

We have high aspirations and ambitions for all our children and we believe that no child should be left behind. We believe firmly that our children are given every chance to realise their full potential.

#### School Priorities

- To provide an excellent education within a Christian context, where each child has a sense of being valued and is encouraged to develop his or her individuality.
- To continue to focus on the pupils' spiritual, moral, social and cultural development, which will equip them to be thoughtful, caring and active citizens in school and in the wider society.
- To continue to ensure rigorous, accurate and effective assessment so that all pupils make at least good progress and many excel.
- To continue to build excellent relations and communication between all stakeholders.
- To use incisive performance management that leads to professional development which will encourage, challenge and support staff improvement.

Pupil premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect.

#### Objectives of Pupil Premium spending

Our key objective in using the Pupil Premium Grant is to raise the attainment of disadvantaged pupils and to ensure these children make, at least, good progress at school. It is a national trend that levels of attainment have been lower for children on FSM (free school meals). Through targeted interventions (and particularly early interventions) we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age-related expectations as they move through the school.

We have identified some key principles (outlined below) which we believe will maximise the impact of our pupil premium spending.

#### Key Principles

##### ***Building Belief***

We will provide a culture where:

- All staff believe in all children;
- There are no excuses made for underperformance;
- Staff adopt a solution-focused approach to overcoming barriers.

##### ***Analysing Data***

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school;
- We use research (such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective, for example, marking and feedback.

### ***Identification of Pupils***

We will ensure that:

- All staff are aware of those children entitled to pupil premium;
- All children entitled to pupil premium benefit from the funding, not just those who are underperforming;
- Underachievement at all levels is targeted (not just lower attaining pupils);
- Children's individual needs are considered carefully.

### ***Improving Day- to-Day Teaching***

We will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by:

- Setting high expectations;
- Addressing any within-school variance;
- Ensure consistent implementation of quality marking, target-setting and feedback;
- Share good practice within the school and draw on external expertise;
- Provide high quality CPD;
- Improve assessment through joint moderation.

### ***Increasing learning time***

We will maximise the time children have to catch-up through:

- Improving attendance and punctuality;
- Providing earlier intervention (KS1 and EYFS).

### ***Individualising support***

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning;
- Ensuring support staff and class teachers communicate regularly;
- Using subject leaders to provide high-quality interventions across their phases;
- Matching the skills of the support staff to the interventions they provide;
- Working with other agencies to bring in additional expertise;
- Tailoring interventions to the needs of the child (e.g. targeted maths revision sessions / pre-learning for children who struggle in the main lesson);
- Recognising and building on children's strengths to further boost confidence.

### **Assessment and Evaluation**

The school's evaluation of its own performance will be rigorous. Tracking of progress over time for each pupil is thorough, and so we can quickly identify any dips and develop sensible strategies and interventions to promote improvement.

- A wide range of data will be used – attainment data, pupils' work, observations, learning walks, case studies, and staff, parent and student voice.
- Assessment data is collected every term (and twice a term for Years 2 and 6) so that the impact of interventions can be monitored regularly.
- Assessments are closely moderated internally and externally (eg, through the partnership) to ensure they are accurate.
- Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed.
- Interventions are adapted or changed if they are not working.
- The HT will maintain an overview of pupil premium spending.

We will use Raiseonline, LA data and school data to evaluate impact in terms of attainment and progress.

## Funding Rates

The Pupil Premium rate currently stands at £1,320 per pupil. The grant does not have to be completely spent by schools in the new financial year; some or all of it may be carried forward to future financial years.

The grant may be spent in the following ways:

- For the purposes of the school, ie, for the educational benefit of pupils registered at that school.
- For the benefit of pupils registered at other maintained schools or academies.
- On community facilities, eg, services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated.

## Funding Priorities

### Plan for 2016/2017

Funding	Spend
April 2016- April 2017	18,480
B/fwd	2,200
Total funding	20,680
Predicted total spend	20,550
B/fwd	130

Projected Spend 2015/2016	Cost Evaluation	Impact
Extra staffing costs	Very high £15,000	Employment of extra staff will lead to improved early interventions, which in turn will ensure children entitled to PP make excellent progress and attain in line with their peers. The extra member of staff will ensure that class teachers have opportunities to work with all groups of children, including children entitled to pupil premium.
Universal Infant Free School Meals (UIFSM)	High £3,630	All children in Reception, Year 1 and Year 2 benefit from receiving a healthy, free school meal. Lunch is provided for eligible children. Health benefits.
Music Services	High £1,500	This provides children in the Lower Juniors class with an enriching experience they may not otherwise have. All children are learning to play the cornet. All PP children will have the opportunity to learn to play a musical instrument before they leave Lewknor Primary.
Milk	Low £300	Free milk for children in Reception, Year 1 and Year 2. Health benefits.
Swimming	Low £120	To ensure children have the opportunity to participate in all aspects of school life.
TOTAL SPEND	£20,550	

Children also benefit from:

- Booster and pre-learning sessions with SEND TA and SENCo (Head Teacher) on a one-to-one or small group level.
- Support from autism services (SENSS and Communication & Interaction Services).
- Speech and language therapists.
- CAF and TAC meetings with parents and external agencies.
- Quality First teaching (teaching staff).

## **IMPACT**

### **2015 RESULTS**

- 100% children in EYFS made a good level of development.
- 100% of children passed Year 1 phonics test.
- 100% Year 6 children attained level 4 plus at Key Stage 2 SATs.

### **2016 RESULTS**

- 100% EYFS achieve Good Level of Development in reading, 92% achieve GLD in writing and maths (Oxfordshire 2016 average: 70%, national average: 69%)
- 100% of children passed Year 1 phonics test. (Oxfordshire average: 80%, national average 81%)
- 63% children reached expected attainment in new Reading, writing and maths SATs (Oxfordshire average: 52%, national average 53%)

The latest Ofsted report (June 2016) is available on our school website.