

1. Summary information					
School	Robins Lane Community Primary School				
Academic Year	2017-18	Total PP budget	£110,380	Date of most recent PP Review	18.12.17
Total number of pupils	247 Autumn Term 2017	Number of pupils eligible for PP	81	Date for next internal review of this strategy	1.4.18 (Next financial year)

2. Current attainment - 2017			
	<i>Pupils eligible for PP School</i>	<i>Pupils not eligible for PP School</i> National	
EYFS			
% achieving a Good Level of Development	50 (4/8)	80 (16/20)	70.7
KS1			
% achieving expected standard in Reading, Writing and Maths	0	N/A	
% making expected standard in Reading	0	53	76
% making expected standard in Writing	0	53	68
% making expected standard in Maths	14	67	75
% making expected standard in Phonics (By end of Year 1)		73	81
KS2			
% achieving expected standard in Reading, Writing and Maths	55	61	
% achieving expected standard in Reading	55	60	71
% achieving expected standard in Writing	73	72	76

% achieving expected standard in Maths		64	68	75
3. Barriers to future attainment (for pupils eligible for PP)				
In-school barriers				
A.	Attendance and punctuality of PPG pupils.			
B.	Speech and Language difficulties and/or early development delay.			
C.	Emotional well-being of children, particularly KS2.			
D.	Parental Engagement.			
External barriers				
E.	Reluctance to engage with agencies and other health professionals including disengagement or failure to attend.			
F.	Challenging economic and social circumstances leading to emotional health issues.			
G.	Lack of opportunities to experience cultural development leading to limited vocabulary and low aspiration.			
4. Desired outcomes (see Pupil Premium action plan 2017-2018)			Success criteria	
A.	Improved rigour of systems to ensure the impact of funding is quantifiable by implementing new systems.		Rigorous systems will ensure PP funding has maximum impact to support children's learning and well-being.	
B.	Increased % of PPG pupils achieving the expected standard (ARE) or higher in reading and mathematics.		Increase in percentage of children achieving the expected standard or higher in KS2.	
C.	Increased % of PPG pupil attendance, punctuality and persistent absences.		Increase in punctuality and attendance percentage across all Key Stages.	
D.	Improved % of PPG children achieving a good level of development at the end of EYFS.		Good Level of Development for PP increases from 2016-2017 for PPG children.	
E.	Increased % of children achieving age related expectations in the phonics screening check in Year One.		Percentage of children achieving ARE will be in line with National average.	

F.	The health needs of children are fully met leading to increased attendance/attainment.	The % of children achieving ARE in reading, writing, maths combined increases in all year groups.
G.	Children's social and emotional needs are met therefore removing barriers to learning and leading to increased attendance and attainment.	
H.	Children experience a range of cultural opportunities leading to increased motivation, extended vocabulary and raised aspirations. This will support improved attendance and attainment.	

5. Planned expenditure

Academic year

2017-2018

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead/Cost	Review End 17-18 Next Step
Increased outcomes for PPG pupils within EYFS related to % of children achieving a good level of development.	Quality first teaching delivered by all EYFS staff to all pupils with a focus on reading, writing and maths.	GLD for all children was 71.4%, just above National and above LA average (67%). For PP children it was 50% which is considerably below non PP children at 80% this is again below LA and national average.	Consistent monitoring of EYFS through regular monitoring of evidence files and teaching and learning, meetings, staff training, including Read, Write, Inc., targeting specific groups of learners for early intervention. 'Early Talk Boost' in Nursery, 'Read, Write, Inc. 1:1' in Reception.	1 x additional learning assistant a.m. in EYFS to facilitate key worker groups £9,000	

Increased progress and attainment for all PPG in KS1 and KS2 pupils in Reading and Mathematics,	Quality first teaching for all pupils. Classroom support to enable the delivery of English and Mathematics. Targeted interventions/pre-teach sessions (Singapore Maths) across KS1 and KS2 focusing on improving core skills in reading, writing and key skills in mathematics to support fluency and improve independence. These sessions will be delivered by both teachers and TAs.	Previous school data which shows a continuing need to raise attainment for PPG pupils. Data shows that accelerated progress is needed for some groups of pupils within classes to meet ARE.	Monitor through half termly tracking and assessment through SPTO. Termly tracking data, monitoring of groups. Pupil Progress meetings will identify target children.	SLT Middle-leaders 1x LSA2 per year group, per morning £7,806.50 x 8 £62,452	
Increased progress and attainment for PPG pupils in Y6.	To provide booster classes each morning/afternoon. DHT/teacher plans and facilitates learning opportunities to accelerate progress using the additional teacher time.	By July 2017, the number of children achieving age related expectations improves Y6 from their Autumn baseline.	Monitor through half termly tracking and assessment through SPTO. Pupil Progress meetings.	SLT Phase Leaders DHT salary x 3 p.m. sessions £13,230 2x LSA2 x3 p.m. sessions £9367.80	
Total budgeted cost				£94,049	

i. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead/cost	Review End 17-18 Next Step
PP children with additional needs will have appropriate support in place as advised by educational psychologist or Learning Support Service, removing barriers to learning leading to improved progress.	Engage the services of an educational psychologist in addition to the standard hours provided by the LA.	There are a number of PP children in school who have been referred to the paediatric service or other health professionals but have been discharged for non-attendance. This leads to a lack of advice/support for both school and parents on how to manage behaviours and need in order to raise attainment.	Engage with EP quality assured by the LA or through the LA traded services agreement (April 2017). Termly planning meetings with other professionals will assist in correctly identifying relevant children.	SENCo <i>LSS x 5 visits @ £90= £450</i> <i>EP 6 days @ £420 per day =£2520</i> £2970	

Pastoral and attendance support is provided to children and families in receipt of PP by the Safeguarding Lead and EWO service resulting in improved attendance and attainment.	Children and families receive appropriate support to remove barriers for learning. LAC have appropriate provision in place, PEPs are quality assured as at least good. A proportion of EWO time is dedicated to PPG pupils.	Many children eligible for PP have barriers to learning involving social and economic issues in the family. Addressing these issues through family support will have a positive effect in raising attendance and achievement.	Regular supervision by appropriate, independent professionals provided for all pastoral staff. Progress of children identified as vulnerable and in receipt of support tracked through SPTO and/or CPOMs. PEPs and provision for LAC, quality assured by Virtual HT.	Learning Mentor £20,709 EWO service £3900	
PP with specific literacy difficulties to access IDL (new online ICT programme to be purchased by SENCo).	PP children receive further support to raise attainment in literacy. This could also run as a breakfast/lunch-time/after-school club to raise attendance and punctuality.	40% of children eligible for PP are also SEN. Further targeted support is needed to support these groups of learners, especially with specific literacy difficulties.	Regular tracking of pupils using SPTO. Progress meetings. Clear provision map used to ensure regular interventions take place which tracks the impact.	IDL programme £399	
Total budgeted cost				£27,978	
ii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead/Cost	Review End 16-17 Next Step
Children develop their vocabulary through different experiences including visits, visitors and school trips. Aspirations are raised through different experiences. Engagement and motivation improve leading to increased attendance.	Subsidise school trips and visiting professionals for specific PP children.	Children are not immersed in high quality experiential learning which affects their oral literacy skills, leading to further literacy difficulties. This is further hindered by a lack of experiences to draw upon resulting in limited vocabulary.	Planned visits and visitors are linked closely to the curriculum and include opportunities for speaking, listening, reading and writing development. Pupil voice and work scrutiny termly will evidence the impact of the activities.	All staff Y6 London school trip (changed to Wales) £5,500	

Total budgeted cost	£5,500
Total cost i: Quality Teaching for all	£94,049
Total cost ii: Targeted Support	£27,978
Total cost iii: Other Approaches	£5,500
Total Pupil Premium Spend	£127,527