



# Pupil Premium Strategy Statement: October 2018.

1. Summary information					
<b>School</b>	Lansdowne: A de Ferrers Trust Academy				
<b>Academic Year</b>	2018/ 2019	<b>Total PP budget</b>	Proposed £40,920  Additional EYFS PP to come throughout the year £300 per pupil	<b>Date of most recent PP Review</b>	Oct 2018
<b>Total number of pupils</b>	211	<b>Number of pupils eligible for PP</b>	31	<b>Date for next internal review of this strategy</b>	July 2019

2. Current attainment		
Reception achievement of PP children from the recent data.	Pupils eligible for PP	Pupils not eligible for PP
<b>% achieving expected standard in Reading</b>	<b>44%</b>	68%
<b>% achieving expected standard in Writing</b>	<b>56%</b>	60%
<b>% achieving expected standard in Maths</b>	<b>44%</b>	73%
<b>% achieving expected standard in GLD</b>	<b>44%</b>	48%
KS1 Achievement of PP children from the recent data.	Pupils eligible for PP	Pupils not eligible for PP
<b>% achieving expected standard in Reading</b>	<b>67%</b>	64%
<b>% achieving expected standard in Writing</b>	<b>58%</b>	66%
<b>% achieving expected standard in Maths</b>	<b>75%</b>	64%
<b>% achieving expected standard in RWM</b>	<b>58%</b>	55%

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A.</b>	To improve the number of Y2 PP students achieving GD to ensure that they are in line with attainment of non PP students at the end of KS1

<b>B.</b>	To improve the maths skills of Y1 PP students to ensure that they are in line with age expectations of non PP at the end of Y1
<b>C.</b>	To improve the English skills of Y1 PP students to ensure that they are in line with age expectations of non PP at the end of Y1
<b>D.</b>	To improve the percentage of PP Reception children achieving ARE to ensure that they are at least in line with non PP children at the end of EYFS.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	To reduce unauthorised absenteeism for PP students, including reduction of extended leave
<b>F.</b>	To ensure that all pupils entitled to PP are in receipt of this funding through liaison with parents.
<b>G.</b>	To provide pastoral support to PP students in order to reduce the impact of external stress

<b>4. Planned Actions</b>					
<b>Academic year</b>		<b>2018/19</b>			
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.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To raise standards for English and maths in year 1 for PP students.	Additional intervention support in this year group.  Planning support for teachers during PPA to scaffold the planning of English. Maths lead to support teaching.  Provide quality training	Ensure quality first teaching within this year group and monitor the teaching and learning.  Analyse data every 8 weeks. Identify children who need additional support and provide timely intervention.  Quality planning and teaching coaching by VP  Quality training to support the CPD needs of Y1 teachers.	Whole school training to be provided  Rigorous monitoring of intervention schemes.  Data analysis  PAM and progress meetings every 8 weeks	HP Executive head. JC PP lead	February 2019

<p>To improve the number of Y2 PP students achieving GD to ensure that they are in line with attainment of non PP students at the end of KS1</p>	<p>Analysis by PP lead and SLT to ensure PP pupils are being challenged to reach their full potential.</p>	<p>Word Gap CPD to be implemented throughout the school to improve children's vocabulary for reading and writing.</p> <p>Moderation sessions to ensure TAF expectation and knowledge secure.</p> <p>Cornerstones assessment to ensure accurate standardised testing and analysis.</p> <p>Inference intervention.</p> <p>New teaching reading sessions to ensure full coverage of skills required.</p> <p>Weekly reading club for identified pupils</p>	<p>Each half term, children to take the Cornerstones skills tests to check progress and depth of understanding.</p> <p>Co-ordinators to have regular liaison with SLT to update on progress for PP pupils in Y2</p> <p>To implement new guided reading materials and monitor the implementation of these throughout the school. Observe the progress of guided reading within the school.</p> <p>Work/book scrutiny to monitor the challenge offered in maths lessons</p>	<p>HP JC PP lead.</p>	<p>Monitored on a termly basis.</p>
<p>To improve the percentage of PP Reception children achieving ARE to ensure that they are at least in line with non PP children at the end of EYFS</p>	<p>Early identification of PP children. Analysis by PP lead and SLT to ensure PP pupils are being targeted to reach their full potential.</p>	<p>Ensure quality first teaching within this year group and monitor the teaching and learning.</p> <p>Analyse data every 8 weeks. Identify children who need additional support and provide timely intervention.</p> <p>Continuous training</p>	<p>Spto data analysis</p> <p>Pupil progress meetings</p> <p>Continuous provision monitoring</p>	<p>JC</p>	<p>February 2019</p>

## ii. 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	When will you review implementation?
To ensure that there is liaison with parents to ensure that everyone who is eligible receives	<p>PP lead to ensure support is needed to complete the forms.</p> <p>To send out forms on regular basis for parents are children eligible to fill in.</p>	Due to Universal infant free school meals, some parents are not applying for FSM when they are eligible for it. Parents of children that are eligible do not realise this and may need a reminder or support when filling in the forms.	<p>Ensure that parents are aware of their entitlement.</p> <p>Staff to provide/offer support for the parents when filling in the forms to apply for FSM.</p>	<p>HP JC PP lead B. Beesla-Wood &amp; R Edwards</p>	Monitor termly
To reduce the amount of persistent unauthorised absence for PP pupils to include a reduction in extended leave	<p>To ensure that office staff continue to record and encourage parents to bring their children in to school.</p> <p>Support children who have additional needs</p> <p>Make it clear to parents that if long term holidays are taken within school time, a fine from the council will be put in to place.</p>	<p>Additional support provided for PP pupils from positive play, HOPE and the pastoral team</p> <p>Headteacher to follow DFE and Staffs CC guidance regarding term time leave.</p> <p>Mrs Edwards to attend attendance meetings and liaise with VP.</p>	<p>Ensure that home life is monitored and any concerns are passed on to safeguarding officers to ensure support is put in to place.</p> <p>Provide PP children appropriate support as required i.e.: positive play or HOPE sessions</p> <p>Ensure rewards and prizes are provided for the children who are continually in school to encourage children and parents to value education.</p>	<p>MC RE HP JC</p>	Monitor every 2 weeks.

