

## Pupil premium strategy statement (primary)

1. Summary information					
School	Lady Margaret Primary School				
Academic Year	2018/19	Total PP budget	£163,680	Date of most recent PP Review	n/a
Total number of pupils	684	Number of pupils eligible for PP	138	Date for next internal review of this strategy	July 2019

2. Current attainment - EYFS		
Number of pupils eligible for pupil premium - 6 Number of pupils not eligible for pupil premium- 72	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving good level of development	66.7%	72.2%

Current attainment - KS1		
Number of pupils eligible for pupil premium - 19 Number of pupils not eligible for pupil premium - 71	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving the expected standard in reading, writing and maths	74%	63%
% making progress in reading	74%	70%
% making progress in writing	79%	68%
% making progress in maths	84%	75%

Current attainment – KS2		
Number of pupils eligible for pupil premium - 20 Number of pupils not eligible for pupil premium - 63	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving the expected standard in reading, writing and maths	80%	73%
% making progress in reading	80%	76%
% making progress in writing	85%	89%
% making progress in maths	85%	84%

**1. Barriers to future attainment (for pupils eligible for PP, including high ability)****In-school barriers** (*issues to be addressed in school, such as poor oral language skills*)**A.** Pupils in reception are well below national starting points**B.** Poor oral language skills**C.** High mobility**External barriers** (*issues which also require action outside school, such as low attendance rates*)**D.** Poor home learning environments  
Low attendance rates due to extended holidays.**2. Desired outcomes**

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Less term time holidays are taken, this is measured by the SBM in conjunction with the Head teacher and office staff.	To have less term time holidays and attendance targets are reached.
<b>B.</b>	Progress for each subject is similar to the non PP cohort.	PPM to monitor and address outcomes for PP children
<b>C.</b>	To close the gap for the pupils that come into school with lower starting points.	More children beginning at emerging standards to progress to expected. This should be in line for all subjects.
<b>D.</b>	Focus on writing as this is the area for least progress for PP children. Target PP children in smaller focus groups within the classroom	For rate of progress for PP children to be in line with Reading and Maths.
<b>E.</b>	Focus on vocabulary throughout the school to improve writing for all pupils as well as PP pupils.	PP writing progresses in line with non PP children.

3. Planned expenditure					
Academic year	2018/19 indicative budget £163,680				
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	When will you review implementation?
Progress in Reception is rapid to improve the outcomes for pupils	Investing in the outdoor area. Phonics sets and booster groups Bespoke training for EYFS practitioners.	Pupils start well below average starting points and need targeted teaching to improve outcomes	Through Pupil progress meetings, year group reviews, staff training to deliver quality first teaching.	EH/LS	Spring term
Improved oral language skills	EAL lead is working with the London Borough of Hounslow to improve spoken language teaching. Vocabulary rich environments - planned in conjunction with EAL LSA.	94% EAL pupils in the school. Children come from home environments which lack higher level English vocabulary. This teaching will improve both spoken and written English.	Through staff CPD, EAL leader conducting regular reviews. Improvement in outcomes for all pupils, but with focus on PP children.	TB VM	Spring term.
<b>Total budgeted cost</b>					<b>£58,626</b>
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?
Children to receive targeted support based on assessment information.	Booster groups run throughout the school.	Pupils need targeted support to reach the expected standard in Reading and Maths	Monitor progress through Pupil Progress meetings and improved outcomes.	TK RB LS	Spring term.
Improved outcomes for targeted children	Smaller Maths sets for Year 2 and 6	Smaller sets allow more targeted provision for groups of children.	Review during PPA sessions and Pupil Progress meetings at least every half term.	RB LS	Spring term.

<b>Total budgeted cost</b>					<b>£94,486</b>
<b>iii. Other approaches</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 improve attendance for PP children	Reward attendance in assemblies. Fine families for poor attendance. Enriched curriculum and hook events to encourage children to attend	Lower attendance for PP children which leads to lower outcomes for the group.	Consistent approach to monitoring attendance and rewarding good attendance	HR/AH	Spring term
<b>Total budgeted cost</b>					<b>£10,568</b>

4. Review of expenditure				
Previous Academic Year		2017/18		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Additional teaching staff to support key year groups	Smaller group work led by qualified teacher.	<p>SC met. Progress for PP at the end of KS2 was: + 1.46 for reading, +3.04 for writing and +1.01 for maths.</p> <p>At KS1, 75% of PP achieved the expected standard in reading compared to 79% at national benchmark.</p> <p>In writing, 58% achieved expected standard compared to 72% at national benchmark and in maths 75% achieved expected compared to 76% national benchmark.</p> <p>Progress for PP with high attainment was in line with national.</p>	This support was very successful and despite having fewer staff, we will aim to continue in this manner moving forward.	<b>£75,887</b>
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Booster groups targeting specific areas	Additional boosters implemented and led by qualified teachers	<p>SC met. Pupils who regularly attended boosters achieved well against their peers. At KS2, progress for PP: + 1.46 for reading, +3.04 for writing and +1.01 for maths. Compared to +0.33 for non PP in reading, + 0.17 for non PP in writing and +0.28 for non PP in maths.</p> <p>Year 1 and 2 booster groups were also successful. In year 1, 92% of PP passed their phonics screening compared to 84% national benchmark and compared to 84% passing in total.</p> <p>In year 2, 75% of PP achieved the expected standard in reading compared to 79% at national benchmark. In writing, 58% achieved expected standard compared to 72% at national benchmark and in maths 75% achieved expected compared to 76% national benchmark.</p> <p>Progress for PP with high attainment was in line with national.</p>	Boosters have proven to be very effective and children are targeted through robust gap analysis. This will continue.	<b>£43,415.25</b>
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### iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Enrichment activities	Give children a range of extra-curricular	<p>SC met. Children have experienced a range of activities which has helped develop confidence, oral literacy, comprehension, prior knowledge and imagination</p>	This approach will be continued, but we will streamline activities to best suit specific year groups.	<b>£42,522.66</b>

## 5. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)