

Lockwood Primary School Pupil Premium Allocation 2015/2016

Pupil Premium Funding

The Pupil Premium Funding was first introduced into schools in April 2011 for children from low income families who were eligible for free school meals, looked after children and those from families with parents in the armed forces. From April 2012 the Pupil Premium funding also was extended to include children who had been eligible for free school meals at any point in the last six years.

Pupil Premium Funding: Lockwood 2015/16

At Lockwood we generated £66,800 funding through the Pupil Premium for the Year 2015/2016

Our Pupil Premium Income at Lockwood Primary School is channeled directly towards ensuring our children have the best possible opportunities to fulfil their potential.

What are our key strategies to close the attainment and progress gaps for FSM and Pupil Premium Pupils at Lockwood Primary School?

- • Quality First Teaching
- • Developing Resilience
- A rich, exciting and engaging curriculum offer for all

Nature of Support 2015/16

Teaching and Learning Lockwood's main expenditure will be on improving classroom practice through sustained professional development and training. Good practice in supporting the achievement of Pupil Premium children centres on Quality First Teaching and Lockwood has a commitment to providing high quality teaching and learning in all classes.

Curriculum We will continue to design our new curriculum to reflect the needs and aspirations of our school and the assessment linked to the curriculum to ensure that we are closing the gap for disadvantaged children.

Enrichment As well as continuing to provide free membership of extra-curricular clubs and subsidised places in Breakfast and After School clubs, we will provide additional clubs to improve and develop language and social skills to equip children with the skills that they need to be successful in life.

PSHCE (Personal Social Health and Citizenship Education) We believe that learning starts with a child's state of mind or mental health and in order for children to reach their full potential they need to have academic resilience. Through our engagement with the Time 4 U service we seek to develop awareness of and an improved understanding of the children's mental health That support disadvantaged pupils over time through a whole school approach.

Outcome	Action	Success criteria
Improved classroom practice and provision of Quality First Teaching	Staff training: <ul style="list-style-type: none"> • planning intervention groups • differentiation • challenge • organisation and timetabling • observations of outstanding classroom practice in ECCLT schools 	<ul style="list-style-type: none"> ▪ Pupil Premium children make expected or better than expected progress ▪ The gap between disadvantaged and non-disadvantaged children decreases in line with national ▪ Feedback provided to evidence of feedback being responded to support to improve children's reflections and understanding all children on all work and
	<ul style="list-style-type: none"> • planning • moderating books within ECCLT schools • effective feedback 	
Effective timetabling and deployment of Teaching Assistants to ensure impact of interventions	<ul style="list-style-type: none"> • Weekly meetings between class teacher and all staff who work in the classroom • Skills audit of skills • Catch Up training for identified staff • IT training • Reorganisation of timetabling of TAs • Half-termly TA meetings 	<ul style="list-style-type: none"> • Consistent approach in intervention groups and classroom practice • Pupil Premium children make expected or better than expected progress due to interventions • IT used effectively to support children's learning
Assessment linked to new curriculum ensures that we are closing the gap for disadvantaged children.	<ul style="list-style-type: none"> • Assessment calendar in line with new curriculum • New tracking system established 	<ul style="list-style-type: none"> • The gap between disadvantaged and non-disadvantaged children decreases in line with national

	<ul style="list-style-type: none"> • Clear assessment criteria linked to new curriculum 	
Improved language skills and greater participation in school events	<ul style="list-style-type: none"> • After-School and in school Social opportunities for PP children subsidised (speaking and listening and social skills) <ul style="list-style-type: none"> • Peer mentoring in games club • Additional philosophy sessions for targeted Years 3/4/5 • Pre-teaching for whole school debates 	<ul style="list-style-type: none"> • Wider vocabulary use in spoken and written work • Greater confidence and participation in class discussions • Increase in social skills demonstrated in group work and participation in whole school events
Increased resilience of staff, children and school community.	<ul style="list-style-type: none"> • Adult mentors assigned to Pupil Premium children • Time 4u Counselling services have provided support for those children with complex social and emotional needs, supporting families and individual parents also. • Zenith Leisure outdoor education: Outdoor Education specialists working with targeted pupils, to engage pupils in developing resilience, problem solving, communication skills through challenging learning contexts. • Family Learning: 'Learning Together', engaging targeted children and their 	<ul style="list-style-type: none"> • Pupil Premium children demonstrate greater resilience in their approach to learning, greater independence and willingness to take a risk with their learning

	families & building skills and confidence in Maths, English and craft workshops .	
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Enrichment

Pupil Premium is also used to enhance and provide our children with arts opportunities and to enable pupils to engage with the wider community through meaningful and memorable educational experiences, such as: residential experiences e.g. London Cluster School residential visits and family camp; theatre & cinema visits; engaging with local industry, outdoor educational activities, and visitors in school: authors, travelling theatre groups, experience days, Zoo Lab, owl handlers, etc.

Impact from 2014/15 funding allocation

The direct result of this investment has been the impact on attainment and achievement. Currently 86% of our children make expected progress in Reading: 100% in Writing and 100% Maths.

3 levels progress is considered excellent progress. Please see below Lockwood Primary School's 3 levels progress compared to national figures 2015.

3 levels progress	% of PP pupils making 3 levels progress at Lockwood Primary 2015	% of pupils making 3 levels progress national 2015
Reading	36.4% (2levels - 90.9%)	34%
Writing	54.5% (2levels -100%)	33%
Maths	45.5% (2levels -100%)	35%