

## Crown Lane Primary School and Children's Centre

### Planned Pupil Premium Expenditure 2016-17

#### **PUPIL PREMIUM**

The Secretary of State for Education lays down the following terms and conditions on which assistance is given in relation to the pupil premium grant (PPG) payable to schools and local authorities for the financial year beginning 1 April 2016. The Pupil Premium Grant is an allocation of funding provided to schools to support children who may be vulnerable to underachievement. The Pupil Premium is allocated to schools on the basis of the number of children on roll known to:

- have been in receipt of free school meals (FSM) since the age of 4 in year groups reception to year 6 (£1320 per child)
- have been in receipt of free school meals (FSM) at any point in the past 6 years (£935 per child)
- have been continuously looked after for the past six months (£1900 per child)
- have been adopted from care under the Adoption and Children Act 2002 or who have left care under a Special Guardianship or Residence Order (Post LAC) (£1900 per child)
- have parents who are currently serving in the armed forces or were eligible for funding in the last 4 years (Ever 4 Service Child) (£300 per child)

#### **PRINCIPLES FOR USE OF PUPIL PREMIUM**

- We ensure that teaching and learning opportunities meet the needs of all of children in the school.
- We ensure that appropriate provision is made for those who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged are adequately assessed and addressed.
- We recognise that not all children who receive free school meals will be socially disadvantaged and will use the funding appropriately to ensure we maximise its impact. This may not mean however that all such children need additional targeted educational support.
- We also recognise that not all those who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any child or groups of children that the school legitimately identifies as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.
- Pupil Premium funding is ring-fenced for specific expenditure to improve learning and outcomes for the disadvantaged and is separate from Main Budget funds.

#### **SUMMARY OF THE MAIN BARRIERS TO ACHIEVEMENT**

Crown Lane is a good school and uses a number of key strengths to drive school improvement towards our aim of being "an outstanding school". We are a 2 form entry primary school which serves its local community however some children travel a significant number of miles to attend each day. The barriers and challenges disadvantaged children face at Crown Lane are complex and varied – there is no single difficulty faced by all. The school is located in Lambeth LA, which is ranked 13<sup>th</sup>

nationally of authorities having the highest proportions of children in income deprivation (The English Indices of Deprivation 2015 Statistical Release 23). We serve a diverse and vibrant community at the heart of Lambeth's *most* deprived neighbourhood (IMD 2015).

We have 485 children on roll including an Autism Resource Base with 15 places, developed as part of Lambeth's SEND Review. We also have a 52 place nursery catering for 26 children in the morning and 26 in the afternoon. There is high mobility due to the impact of welfare reform and the amount of temporary housing in the area.

At Crown Lane 49% of learners are entitled Pupil Premium, nationally 14.5 % of children are known to be eligible and claiming free school meals ('Schools, pupils and their characteristics' DfE Statistical release, January 2016). At least a further 12 children have no recourse to public funds and therefore are not entitled to FSM or Pupil Premium despite high levels of deprivation.

Approximately 15% of learners (70 children) require SEND support, 17 of these have a Statements of Special Educational Needs or an Education Health Care Plans (EHCP). Of the children accessing SEND support, 65 % (46 children) have a primary need in Communication and Interaction; 17% (12 children) have an additional need of Social, Emotional or Mental Health needs (SEMH) requiring a highly personalised approach to teaching and a robust and cohesive pastoral intervention programme; 37% (26 children) have a primary need around Cognition and Learning and 4% (3 children) have physical or sensory needs.

Approximately 90% of children are from minority ethnic backgrounds, the national average for primary schools is 31.4 % ('Schools, pupils and their characteristics' DfE Statistical release, January 2016).

A further 42 % of children do not have English as their first language, compared to the lower figure of 20.1 % nationally in state funded primary schools. ('Schools, pupils and their characteristics' DfE Statistical release, January 2016).

Specifically, (10%) are of White British origin, 51% are from a Black African/Black Caribbean, Black British or any other black background, 10% are from a mixed White/Black African background, 6% are from Asian British or any Asian background and the remainder are from other mixed backgrounds.

### **Attendance**

The first key barrier we have identified is attendance – children needed to be in school, ready to learn for any other approaches to make a difference. Our whole school attendance figures for the last number of years are as follows:

2013-14 was 96.10% with unauthorised absence of 0.90%

2014-15 was 94.9% with unauthorised absence of 1.5%

Currently for 2015-16 , attendance is at 95.2% with unauthorised absence of 0.9%

Our whole school attendance was below our ambitious target of 96% last year. Historically children receiving the premium were less likely than their peers to come to school; we decided to treat poor attendance and punctuality as a symptom of an underlying cause, and with the help of our Attendance Officer and Family Link Worker it was these underlying causes we wanted to tackle – parenting, family support, partnership working with school and sensitising parents/carers to the critical importance of being in school every day on time. While illness was the reason for the majority

of absence, too often absence was unauthorised because of holidays or time off school. Essentially, one of our biggest and most challenging barriers was our community's attitude towards school itself, and the value attached to education.

### **Teaching Quality**

High aspirations underpin all of our work with the children and these include children's attendance, progress and achievement and improving the quality of teaching and learning. Whilst historically the teaching has always been consistently good and often outstanding, we recognise that we can always do better. We appreciate that the best teaching happens when teachers have opportunities to:

(i) identify their own learning needs (ii) devise learning experiences that lead to changes in their teaching practice and which are evaluated on the basis of the impact they had on children's learning and development.

Best practice models of professional development are essential in our school since we pride ourselves on supporting the next generation of teachers. We recognise the importance of having newly qualified teachers on our staff. While NQTs bring enthusiasm, creativity and vibrancy that the school would be poorer without, they also benefit from collaboration and partnership with more experienced teachers who can support them in expanding their impact on learning. We want to focus teacher time and effort on what it is that makes their practice good and outstanding, and how we can work together in a coaching relationship model to enhance this further.

### **Progress and Achievement**

Our analysis of Key Stage 2 data demonstrates the impact that quality first teaching and our high expectations of what children can do have on children's outcomes. For example, disadvantaged KS2 children had an average scaled score equal to or above the national score for other pupils in reading. This is due in part to children being aware of their targets and what they need to do to improve. All children are clear about what they are learning, why and what it will look like if they succeed. Teachers and other adults intervene with purposeful guided groups and questioning, which are either planned for or a result of AFL during the lesson. All activities are planned with a level of challenge. Children are given the opportunity to plan, try things out, evaluate and reshape ideas.

We have identified key areas for improvement this academic year. There will be a particular focus on the application of writing skills across all subject areas. Another focus will be to ensure that a greater number of children make good or better progress.

### **FOCUS OF PUPIL PREMIUM SPENDING 2016-17**

- ✓ Particular focus on Writing and Maths across the curriculum
- ✓ Senior and Phase Leaders 'Team-Teaching' alongside class teachers to target disadvantaged children
- ✓ Training for school staff to appropriately support children with Autism and related developmental disabilities
- ✓ Direct funding of a private Speech & Language Therapist and an additional two Assistants to support diagnosis and early intervention
- ✓ Daily 'Breakfast Club' targeting disadvantaged children to ensure a healthy start to their day
- ✓ Developing a school E-Café for disadvantaged children and their parents to enable them to access computers and the internet
- ✓ Funding for trips and after-school clubs for disadvantaged children to enrich their educational experiences (This includes access to the Children's University)
- ✓ Targeted EAL support for disadvantaged children
- ✓ Supporting parents with payments for residential visits

- ✓ Additional learning resources to help *reduce* the gap in Maths and English for disadvantaged children
- ✓ Early morning writing workshops (3 days per week) delivered by KS2 Phase Leader targeting disadvantaged children
- ✓ A range of modern technologies are available to all disadvantaged children to support learning
- ✓ Lunchtime clubs for disadvantaged children with Autism and other Special Educational Needs
- ✓ Supporting parents with payments for activities such as day trips and after school club activities
- ✓ Additional resources in Years 1 to 3 to ensure that children starting school from disadvantaged groups can access additional support in Phonics.
- ✓ Ensuring that disadvantaged children in our school make progress broadly in line with other children nationally who are not disadvantaged
- ✓ Clear identification of children entitled to Pupil Premium to ensure the best possible chance of them meeting age related expectations each year and in standardised national tests
- ✓ Daily 1:1 and small group writing interventions delivered by TAs targeting disadvantaged children in years 2 to 6.
- ✓ Drama Therapy to improve academic, social and emotional outcomes for key disadvantaged children
- ✓ Daily Fine Motor skills sessions for disadvantaged children in Reception to Year 2
- ✓ Booster sessions in maths and writing for disadvantaged children in year 6
- ✓ implement strategies to address the gap in attendance and punctuality

#### AMOUNT OF PUPIL PREMIUM GRANT RECEIVED 2016-17

<b>Total number on roll (Based on Autumn 15 Census)</b>	<b>485</b>
<b>Number eligible for Pupil Premium (49% of pupil population)</b>	<b>238</b>
<b>Total Amount of Pupil Premium Grant Received:</b>  £1320 per child (KS1/2) – 227 children  £1900 per child (LAC pupil) – 1 child  £300 per child (Early Years) – 10 children	<b>£304,540</b>

#### HOW WILL CROWN LANE MEASURE THE IMPACT OF PUPIL PREMIUM SPENDING?

We are committed to using a range of measures to evaluate the impact of spending as an ongoing process throughout each academic year. These include Raise Online data and data from half termly Pupil Progress meetings as well as individualised monitoring and evaluation processes which are developed in conjunction with staff who have specific responsibilities for interventions.

#### DATE OF NEXT PUPIL PREMIUM STRATEGY REVIEW MEETING

The next Pupil Premium strategy review meeting will take place on Friday 13<sup>th</sup> January 2017.