



Landscape Primary School

Pupil Premium Grant Expenditure and Impact Report

2016/17 Academic Year

All schools receive a grant based on the number of pupils in receipt of free school meals (FSM), children in care and children whose parents are in the services. This funding is designed to narrow the gap between the attainment of pupils in receipt of pupil premium and other pupils in the school. Schools are free to use this money in any way they wish, but the aims must be clear - to raise standards for more disadvantaged children. Information on how Landscape does this is and the impact it has had in this school year is outlined below.

Number of pupils and pupil premium grant received (PPG)	
Total number of pupils on roll	338
Number of pupils benefitting from PPG	49 (14.5% of pupils on roll)
Total amount of PPG received	£77,600

Summary of PPG spending

Objectives

- To close the attainment gap in reading, writing and mathematics
- To increase engagement of families in pupils' learning
- To improve pupils' readiness to learn
- To develop children's confidence and as a result their ability to become more resilient in the face of a challenge.

Actions taken so far	Cost	Desired impact
Employment of teacher for mornings only in upper KS2 to raise standards in Maths.	April to August 2016 £6354	<ol style="list-style-type: none"> 1. PP pupils in both Y5 groups make accelerated progress in Maths 2. Pupils are able to access a greater range of class-based learning without support as a result of smaller class groups. 3. Pupils demonstrate increased ability to reason and explain their thinking.
Employment of teacher for mornings only to work with pupils across KS1 to raise standards in reading through the delivery of reading recovery.	April to August 2016 £8270	<ol style="list-style-type: none"> 1. Target pupils demonstrate rapid improvement in reading skills as measures by book-band progression and reading age. 2. Pupils are able to access a greater range of class-based learning without support. 3. Parents report greater willingness to read at home 4. Pupils report more confidence in reading independently 5. Teachers receive training from RR teacher to improve assessment and inference teaching skills
Employment of teacher for mornings only to work with pupils across KS1 to raise standards in reading through the delivery of reading recovery.	September 2016 to April 2017 - £12700	<ol style="list-style-type: none"> 1. Target pupils demonstrate rapid improvement in reading skills as measures by book-band progression and reading age. 2. Pupils are able to access a greater range of class-based learning without support. 3. Parents report greater willingness to read at home 4. Pupils report more confidence in reading independently 5. Teachers receive training from RR teacher to improve assessment and inference teaching skills
Releasing Class teachers for PP Conferencing in the Summer Term.	April to August - £6250	<ol style="list-style-type: none"> 1. Teachers use assessment time to successfully identify learning needs of all pupils. 2. Staff Meeting time to generate range of approaches to support pupils in reading, writing and mathematics (including working with parents). 3. All pupils make accelerated progress in identified areas.

<p>Pupil Premium Conferencing Teacher employed to work with PP children who are falling behind in their writing. Children identified. Teacher aware of the need for regular communication and feedback to class teacher in order to ensure the best quality provision . Yr2 and Yr6 children receive weekly intervention in either one to one or small group setting, while children in the rest of the school receive provision every two weeks.</p>	<p>September to April £7553</p>	<ol style="list-style-type: none"> 1. Using targets, established by the class teacher, focussed work is provided on the areas of identified need. 2. As a result of the input, the children make accelerated progress in their writing. 3. Children are better able to talk about their writing and identify areas of progress and further next steps.
<p>Lesson study programme: improving classroom practice through focussed observation and peer support.</p>	<p>£4296</p>	<ol style="list-style-type: none"> 1. Teachers improve practice to ensure that all groups, but particularly pupil premium pupils achieve their potential, contributing to the accelerated progress of pupil premium pupils in their classes .
<p>Teaching assistants delivering evidence-based Write Away Together interventions.</p>	<p>£2280</p>	<ol style="list-style-type: none"> 1. Targeted pupils make accelerated progress in writing.
<p>Employment of teaching assistant to work with children and families on Outdoor SEALs to improve relationships, resilience and collaborative working. Adult to work alongside HT in providing Time Together Intervention Purchase of resources to support work.</p>	<p>£8186</p>	<ol style="list-style-type: none"> 1. The successful engagement with families leads to more support with learning at home and improved homework. 2. Behaviour of pupils and ability to work collaboratively in class improves.
<p>Bug Club – online reading resource</p>	<p>£900</p>	<ol style="list-style-type: none"> 1. Increase pupils’ motivation for reading. 2. Provide support for parent in reading with their children at home.
<p>Solihull parenting course.</p>	<p>£2085</p>	<ol style="list-style-type: none"> 1. Parents have a better understanding of their pupils emotional needs and so their behaviour 2. Parents more able to manage and support their children at home. 3. Pupils more ready for learning in school

<p>THRIVE Trained LSAs (x2) providing interventions, both in class and in the outdoors aimed at addressing need in Social, Emotional and Mental Health. Assessment time with families, followed by time to write action plans which are shared with families and colleagues.</p>	<p>JK – 2 days £5099 BP – 2 days £5618</p>	<ol style="list-style-type: none"> 1. Children have gaps in their social and emotional needs identified. 2. Action Plans, where relevant, are established with families and reviewed on a regular basis. 3. Children are supported both in class, and outside of class and there is evidence of improved behaviour/learning behaviour. 4. Where relevant, progress is made within THRIVE action plan (inc. % achieved).
<p>Fund to offset the cost of trips, additional tuition, enrichment, GT provision, residential visits and other enrichment activities: PP children entitled to attend one sport/music lesson per term.</p>	<p>£8009</p>	<ol style="list-style-type: none"> 1. Increased number of pupils on FSM accessing clubs on reduced rates. 2. Higher take up of residential places.
<p>Provided by Daisi – Arts Education for All. Music4All Project –focussing on inclusive music education across a learning community and designed to enable more young people in your schools (especially those with disabilities/SEN and from disadvantaged backgrounds) to make music both in and out of school. This is a Daisi project, funded by Youth Music – and will take place in 2017</p>	<p>No Cost</p>	<ol style="list-style-type: none"> 1. Children will be more confident. Children will achieve success through the project which will filter back into their classroom practice. 2. Children will be resilient as a result of increased confidence.
<p>Total expenditure</p>	<p>£77,600</p>	