

**Lavant CE Primary School**  
**Pupil Premium Grant Report: 2016/17**  
 Overview of the school

<b>Number of pupils and pupil premium grant (PPG) received</b>	
Total number of pupils on roll	104
Total number of pupils eligible for PP	15
Amount of PPG received per pupil	£1320
Total number of pupils eligible for Pupil Premium Plus – Adopted Children	2
Amount of PPG Plus per pupil	£1900
<b>Total amount of PPG received</b>	<b>23600</b>

### Principles

The Governing Body aims

- To ensure that the school meets the needs of all pupils
- To ensure that special provision is made for targeted groups of vulnerable children
- To ensure that the progress of targeted pupils is tracked to measure the impact of PP interventions
- To ensure that a needs analysis is carried out to identify priorities
- To monitor the effective use of PPG in terms of outcomes for children

### Identified areas of need

A few children including children eligible for PP lack resilience, and are afraid to make mistakes.

A few children including pupils eligible or PP lack focus or find it hard to sustain concentration in class.

A few children including children eligible for PP lack self-confidence or struggle with friendships.

Ensuring teaching always addresses the needs of every child.

Home learning environments can limit some children's learning – there is a need for us to provide homework support, parenting skills, and positive role models

<b>Desired outcomes</b>	<b>Impact</b>
To ensure whole school ethos of attainment for all.' The school to fully adopt a Growth Mindset approach to learning with children empowered to strive to improve and see mistakes as opportunities for developing their thinking. All staff including TAs to embrace ethos.	All children and pupils eligible for PP in particular embrace learning and demonstrate a growth mindset approach to learning in all subjects.  Observations and monitoring through pupil conferencing show positive mindsets
To support children in regulating their emotions and helping them make and sustain positive relationships	All children and pupils eligible for PP in particular have a positive self-image and have developed secure and positive friendships.  Learning mentor observations and records of intervention.
Develop the quality of teaching by providing opportunities for teachers to consider and improve their practice.	All teaching (including use of TA) at least good with a significant proportion outstanding (50%)
To enhance the home learning environment through parental support, including workshops and parent drop-ins	Parents are better equipped to support children in their learning through the support and advice offered.

To address the limited support/opportunities at home for some pupils, including pupils receiving PP through, personalised resources, sports, clubs, homework support and enrichment activities.	All children are able to access academic and sporting opportunities regardless of home learning environment / circumstance.
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<b>Nature of support</b>	
<b>Support</b>	<b>Predicted Cost</b>
One to one and small group support from TAs delivering personalised intervention programmes.	£7292
One to one teaching	£3254
<b>A Learning Mentor</b> to provide nurture, well-being and self-esteem sessions, Homework club, Parenting support and advice	£6225
1:1 support for key children	£3352
Whole Staff Training – outstanding teaching and learning – Learning without limits	£1000
Intervention package and training 'Turnabout'	£567
Play Therapy	£960
Part funding for curriculum visits/club/uniform/resources	£950
<b>Impact of Support 15/16</b>	
<p>We maintained high adult to pupil ratios for our youngest children in EYFS and Key stage one, This enabled them to settle into school quickly and also helped us to identify concerns quickly and put in place early intervention support. This strategy has had a positive impact progress and attainment</p> <p>Through our Learning Mentor support children's self-esteem and confidence has grown providing the pupils' with a more positive attitude to their learning and sense of worth.</p> <p><b>EYFS</b></p> <ul style="list-style-type: none"> <li>In 2015/16 there were no children in receipt of PP</li> </ul> <p><b>Year 1 phonics check (2 children)</b></p> <ul style="list-style-type: none"> <li>100% of children passed the phonics screening check</li> </ul> <p><b>KS1 Attainment and Progress (4 children)</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>75% of PP children Achieved Standard (Cohort 80%)</li> <li>100% of PP children made expected progress from EYFS</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>50% of PP children Achieved Standard (Cohort 53%)</li> <li>100% of PP children made expected progress from EYFS</li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>75% of PP children Achieved Standard (Cohort 80%)</li> <li>100% of PP children made expected progress from EYFS</li> </ul> <p><b>KS2 Attainment and Progress (1 child)</b></p> <p>The one child in receipt of pp did not make the expected standard in reading, writing or maths but made good progress from their starting point when they joined the school at the end of year 3</p>	
<p><b>Attendance</b></p> <p>In 2015/16 the average attendance for PP children rose to 95.8% compared with 93.18% in 2014/15 and continues to be monitored.</p>	