

Lyon Park Primary School

Pupil Premium Report Autumn 2017



Lyon Park is a large 4 form entry school with 901 pupils. We serve an area of significant deprivation and our pupils come from a wide range of ethnic minority backgrounds. The majority of our pupils are of Indian heritage and we have an increasing number of children from India arriving in school with little or no English, and no previous schooling. At Lyon Park Primary School, we expect all pupils to achieve their potential, regardless of background or starting point. However, we have identified a number of barriers which disadvantaged pupils face through their time at Lyon Park Primary School. These are barriers which can impact on pupils' attainment, progress and wellbeing, particularly in comparison to their peers.

The main barriers we have identified are:

- Arrival in school with below average attainment, especially in speech, language and communication
- Decreased likelihood of fulfilling complete academic potential
- Fewer opportunities outside school for enrichment and wider personal development
- Inconsistent attendance and punctuality
- Increased risk of social and emotional difficulty
- Lack of opportunity to prepare fully for life in modern Britain

There are a number of ways in which we support disadvantaged pupils at Lyon Park. We are careful to target our support in ways which have been proven through research to have greatest impact. For example, the founding principles of our support strategy for disadvantaged pupils at Lyon Park are based on research undertaken by the NFER in conjunction with the Department for Education. We also use the Education Endowment Foundation's (EEF) impact rating to predict the 'months' impact' a particular intervention will have on learning.

The principles behind our support strategy are as follows:

1. An ethos of high achievement for all pupils
We expect all pupils to reach their potential; we do not stereotype disadvantaged pupils as having less potential or facing similar barriers
2. Early and targeted support for behaviour and attendance
We recognise that good attendance and positive behaviour for learning form the foundation of a successful school experience
3. High quality teaching for all pupils
We believe that quality teaching in the classroom is the most effective way to raise standards
4. Tailored support for individual learning needs
We identify pupils' needs and provide individualised support if required
5. Effective staff deployment
We use the most skilled staff to work with the pupils who need most support

6. Use of data to monitor impact

We are constantly using assessment data to monitor impact of our work and make adjustments as necessary

7. Clear leadership

We set extremely high aspirations for staff and hold everyone accountable for raising attainment.

Some areas of our support strategy have a financial implication; some do not. Where our support for disadvantaged pupils incurs a cost, we are careful to use our Pupil Premium funding to sustain these activities.

We track our expenditure carefully through the year, and we are continuously assessing the impact of this funding.

Total Pupil Premium Allocation 2017/2018: £104,000

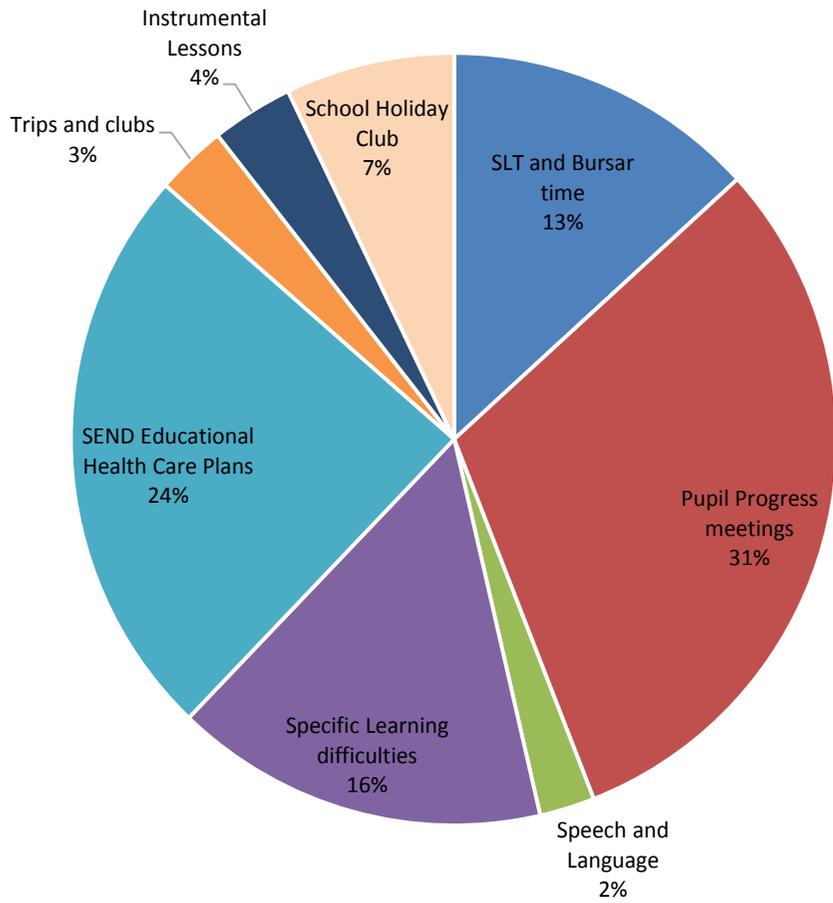
In July 2017, the Headteacher and two Deputy Headteachers of the school retired. An interim Executive Headteacher, Deputy Headteacher and an Assistant Headteacher for Inclusion were appointed for September 2017. Upon reviewing the school's expenditure of the allocated pupil premium funding, it was noted that there was no information on file regarding the allocation and strategy for the school's use of this money. The new Senior Leadership Team (SLT) were informed that the remaining balance as of September 2017 for the current allocation was £52,000 (50%); the school has been unable to establish how the first half of the funding was spent. The strategy for September 2017 to March 2018 is identified below.

Pupil Premium Funding (September 2017- March 2018)	
Total number of Pupils on roll (Reception Year 6- September 2017)	864
Number of pupils eligible for Pupil Premium	52 (decreased from 80 pupils due to year 6 leavers)
Pupil Premium Funding	£40,086

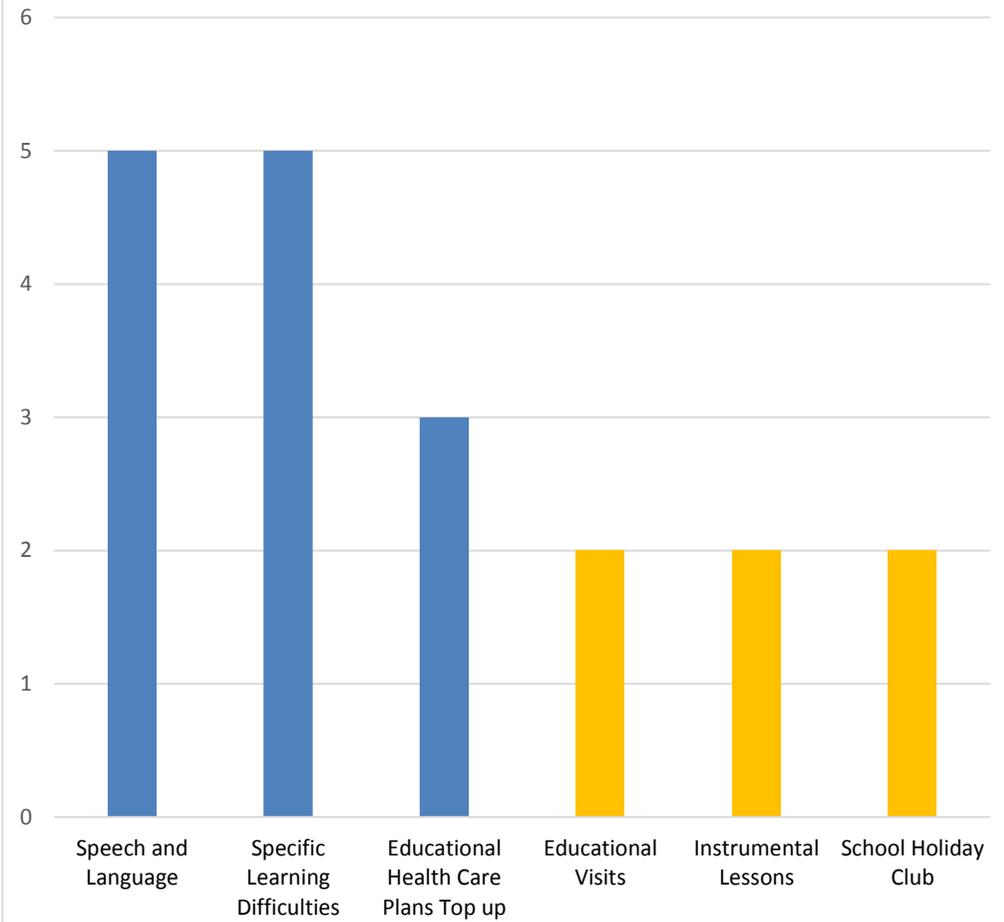
Academic Year (September 2018 – April 2018) - Pupil Premium Expenditure

	Programme	Rationale	Impact Measure	Overseen By	EEF Impact	Cost	Category Total
Leadership	SLT and Bursar time	<i>Each half term, the Bursar and SLT members meet to monitor Pupil Premium expenditure. We also hold workshops for parents to promote the Pupil Premium Grant and explain how that will benefit their child.</i>	More pupils are in receipt of Pupil Premium	P. Lachani	N/A	£1,725	£5,741
	Pupil Progress meetings	<i>We spend time each term meeting with Year Leaders and Teachers discussing pupil's progress and attainment. As a result, pupil's needs are identified and support for individuals or groups are implemented.</i>	Attainment and Progress Data	T. Bhambra	N/A	£4,016	
Interventions	Speech and Language	<i>We have qualified TAs who deliver SALT interventions for pupils identified through data and pupil progress meetings.</i>	PP attainment and Progress Targets set by Speech and Language Therapist	M. Russell	+5	£303	£10,738
	Specific Learning difficulties	<i>We have a qualified teacher who specialises in pupil with Specific learning difficulties namely dyslexia who assesses, plans and delivers personalised interventions.</i>	PP attainment and Progress PM Benchmarks (Reading assessment)	M. Russell F. Almondez	+5	£2,056	
	Educational Health Care Plans	<i>There are pupil who have an Educational Health Care Plan (EHCP) for whom there is funding for. We top this funding up to ensure the pupil is supported fully.</i>	Meeting the targets from the EHCP	M. Russell	+3	£3,159	
	Reading Intervention	<i>Pupils who were working below age related expectations were targeted in reading interventions</i>	PP attainment and Progress	T. Bhambra P. Lachani	+5	£5220	
Enrichment and Wellbeing	Trips	<i>We recognise that disadvantaged pupils at Lyon Park have fewer opportunities outside school for enrichment. We therefore plan an exciting variety of trips and workshops to extend pupils' learning beyond the classroom. We use our Pupil Premium funding to support parents who are not in a financial position to contribute towards this.</i>	All pupils able to attend regardless of cost	T. Bhambra	+2	£390	£24,435
	Instrumental Lessons	<i>We work closely with Brent Music Service to provide instrumental lessons to help deliver a wide range of skills building strategies to overcome difficulties in learning and increase confidence.</i>	Music has higher profile and take-up	P. Wood	+2	£449	
	School Holiday Club	<i>We have identified pupils who may be disadvantaged who may benefit from attending.</i>	General wellbeing	M. Mann	+2	£930	
	Place 2 Be	<i>Individual/group intervention for pupils with emotional and behavioural difficulties aimed at increasing pupils levels of confidence and self-esteem. Whole class circle time to model effective strategies for teachers when dealing with low level emotional/social difficulties.</i>	Reduced number of low level incidents reported. Examples of pupils using conflict resolution	C. Sayer P. Lachani T. Bhambra	N/A	£22,666	
TOTAL							£40,914

Spend Distribution



EEF Impact



Academic Year 2016-17

Pupil Premium Achievement

NB: Empty cells are awaiting local data

EYFS GLD

	Nat All	Nat Dis	Sch All	Sch Dis	vs Nat Dis
Achieving GLD		72%	66%	50%	-22%

Year One Phonics

	Nat All	Nat Dis	Sch All	Sch Dis	vs Nat Dis
Reaching Required Standard	81%	84%	83%	100%	+16%

End of KS1 SATS

	Reading					Writing					Maths				
	Nat All	Nat Dis	Sch All	Sch Dis	vs Nat Dis	Nat All	Nat Dis	Sch All	Sch Dis	vs Nat Dis	Nat All	Nat Dis	Sch All	Sch Dis	vs Nat Dis
EXS +	76%	79%	71%	100%	+21%	68%	72%	58%	80%	+8%	75%	79%	70%	100%	+21%
GDS +	25%	28%	20%	20%	-8%	16%	18%	8%	0%	-18%	23%	23%	14%	20%	-3%

End of KS2 SATS

	Reading					Writing					Maths				
	Nat All	Nat Dis	Sch All	Sch Dis	vs Nat Dis	Nat All	Nat Dis	Sch All	Sch Dis	vs Nat Dis	Nat All	Nat Dis	Sch All	Sch Dis	vs Nat Dis
EXS +	71%	77 %	36%	68%	-9%	76%	81%	55%	73%	-8%	75%	80%	61%	82%	+2%
GDS +	25%	29%	11%	9%	-20%	18%	21%	3%	5%	-16%	23%	27%	21%	18%	-9%
Av Score	104.1	105.4	100.0	103.2	-2.2%	n/a	n/a	n/a	n/a	n/a	104.2	105.3	104.6	106.2	+0.9

End of KS2 Combined RWM

	Nat Dis	Nat All	Sch All	Sch Dis	vs Nat Dis
Expected RWM	61%	67%	35%	68%	+7%
GDS RWM	9%	11%	1%	0%	-11%

End of KS2 Progress Measure

	Nat Dis	Nat All	Sch All	Sch Dis	vs Nat Dis
Reading	+0.33	0.0	-2.83	-1.86	-2.19
Writing	+0.17	0.0	-0.72	-1.77	-1.94
Maths	+0.33	0.0	+ 2.10	+1.25	+0.92
Average	+0.3	0.0	-0.48	-0.73	-1.03

Pupil Premium Impact - Academic Year 2016-17

Programme	Programme Cost	Objective	Impact
Small group Literacy/Numeracy Intervention	3 x TA salary £55,482	Support for identified pupils who are working below age related expectations or making less than expected progress from their starting points in English and Maths. Gaps in learning closed allowing pupils to attain at least age related expectations.	2 Pupil Premium pupils received Literacy interventions. Both pupils were able to sequence an events of a story and able to express their emotions using a range of vocabulary. In Reading, at the end of year 2 both pupils were working toward age related expectations and by the end of year 3, 1 pupil had achieved 3 secure and 1 pupil a 3 expected. In Writing, at the end of year 2, 1 pupil was working towards age related expectations and 1 pupil was working at pre key stage. At end of year 3, 1 pupil was working at 3 developing and the other at 2 secure. In Maths, at the end of year 2, 1 pupil was working at pre key stage and 1 pupil at working towards age related expectations. By the end of year 3 1 pupil was working at 2 secure and 1 pupil at 3 secure.
Place2Be	£39,028	Early intervention for pupils with emotional and behavioural difficulties aimed at increasing pupils levels of confidence and self-esteem.	5 Pupil Premium pupils attended Place 2 Be. 80% of these pupils built positive relationships with the counsellor and were able to talk about their feelings. 1 pupil was able to regulate their emotions. 1 pupil was less anxious and had developed coping strategies.
After school/lunchtime sports activities	2 x Sports coaches 5 hours a week £9,200	Increased levels of fitness with impact on capacity to learn. Pupils access extra-curricular activities that they may not otherwise have access to.	2 Pupil Premium pupils attended. 100% of pupils were able to manage their behaviour positively.
Subsidised instrumental lessons	Cost per pupil £600	Pupils access extracurricular activities that they may not otherwise have access to.	3 Pupil Premium Pupils had Guitar lessons 3 Pupil Premium Pupils had Flute lessons. 5 Pupil Premium Pupils had Keyboard lessons. 2 Pupil Premium Pupils had Steel Pans lessons. All lessons were provided by the Brent Music Service.
Wembley Project	Cost per pupil 20 x £150 £3000	Increased levels of confidence and self-esteem.	10 Pupil Premium pupils took part in the project. 80% of pupil achieved the expected standard in reading. 100% of pupil achieved the expected standard in Maths. 70% of pupil achieved the expected standard in writing.
Purchase of CGP study guides in English and Maths	£317	Pupils have access to additional learning materials that they otherwise could not afford.	18 Pupil Premium pupils received CGP study guides. 72% of pupils achieved the expected standard in reading. 89% of pupils achieved the expected standard in Maths. 78% of pupils achieved the expected standard in writing.
1:1 Mentoring	£5450	Improved attitude towards school and learning.	This group of pupils targeted were not in receipt of Pupil Premium.
Total	£112,477		