

Lampard Community School

Pupil Premium Data Publication 2017-18 academic year

The Pupil Premium is a Government initiative that targets additional funding to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

At Lampard, we are committed to using the money to the best effect, which includes combining it with other resources, or working with others to maximise its impact. The Government expects that the funding is carefully targeted by the school and its impact monitored to ensure that it is used most effectively.

Overview of main barriers to educational achievement for disadvantaged pupils

All of our students at Lampard have complex needs and difficulties with communication and interaction, including SLCN and autism. They all have Education Health Care Plans. All of our students have barriers to learning which come from a variety and overlapping of different needs. As a school whilst we strive to reduce the barriers to academic learning we equally strive to increase the social, emotional and mental health of our students because we believe that happy, confident and resilient students who have made positive relationships with both adults and peers, are able to better engage in their learning and have better outcomes. Our students often lack independence and we support the students in developing independent and functional skills throughout their time at Lampard.

2016-17: Number of pupils and amount of pupil premium grant (PPG) received

Total number of pupils on roll	121
Number of pupils benefitting from PPG	13 Primary Ever FSM 45 Secondary Ever FSM 2 Service 8 CiC/Adopted 5 students are in receipt of Ever FSM and CiC/SGO/A 73 students in total
Total amount of PPG received (£)	£83,016

Summary of how PPG was spent in 2016/17 academic year

Objectives in spending PPG:

- To develop communication.
- To promote social and emotional well-being
- To promote social understanding and to build positive relationships.
- To raise standards and attainment in English and maths.
- To promote independence.
- To support the emotional and physical development of our students.

- Specialist and skilful staff plan and deliver a timetabled and highly effective out-of-class intervention programme called Personal Programmes focusing on the students' current high or emerging need with a view to improve educational outcomes and impact on attainment.
All sessions run 4 days x a week for 25 minutes a day.
 - Teacher delivering SALT, Senior HLTA delivering 2 SEAL interventions, 5 HLTA's delivering SALT, Social Communication and two Occupational Therapy interventions, 3 x STAs delivering Counting to calculating and Additive Reasoning interventions, 11 TAs delivering Sounds Write, Counting to Calculating, Fun Fit, Creative Play, Social Communication and Occupational Therapy interventions.
- Cost of uplifting a TA to a STA role in each class to work with students needing specific support throughout the week for their social, emotional and mental health needs to support engagement in their learning.
- STAs to plan and deliver specific 1:1 and small group work in class across the school week for English, Maths, SLCN, SEMH depending on the specialism of the STA.
- All teachers and support staff have accessed Twilight training sessions in Autism and Communication to increase the standard of practice across the school and to fully embed good practice in the classroom to support progress.
- All teachers and support staff have accessed a programme of training sessions aimed at developing understanding of SLCN and in promoting communication across the school.
- Three TAs took part in a training to be able to deliver the Maths intervention 'Making a difference' which is now being delivered within Personal Programmes to those appropriately identified students.
- External Speech and Language Therapist to carry out SALT assessments and deliver Speech and Language assessments and interventions.
- Contribution towards residential and activity weeks for those remaining to impact on the social communication, social understanding and relationships of all students. They also have the opportunity to practice using the skills taught within school in real-life contexts. They also experience a variety of exciting and new activities impacting on their confidence and their resilience.

How the impact of Pupil Premium will be measured:

As part of the QA processes we analyse attainment and behaviour data by a range of vulnerable groups including those eligible for Pupil Premium. See impact and outcomes of 2016-17 in table below.

Comparison of progress of students in KS1, 2 & 3 eligible for **Pupil Premium** against those that are not 2016-17

Pupil Premium - Literacy

	Above expected progress	Expected progress	Below expected progress
Not PP	4	33	2
	11%	87%	2%
PP applies	18	38	1
	31%	67%	2%

Pupil Premium – Numeracy

	Above expected progress	Expected progress	Below expected progress
Not PP	3	34	2%
	7%	87%	6%
PP applies	0	54	3
	0%	94%	6%

Pupil Premium – Science

	Above expected progress	Expected progress	Below expected progress
Not PP	3	32	4
	6%	83%	11%
PP applies	0	54	3
	0%	94%	6%

Pupil Premium – ICT

	Above expected progress	Expected progress	Below expected progress
Not PP	3	36	0
	7%	93%	0%
PP applies	3	54	0
	6%	94%	0%

Pupil Premium – PLS (Personal Life Skills)

	Above expected progress	Expected progress	Below expected progress
Not PP	8	31	0
	21%	79%	0%
PP applies	1	56	0
	2%	98%	0%

In all core curriculum areas the vast majority of students eligible for pupil premium achieved above expected or expected progress (CLL 98%, NMU 94% , Science 94%, ICT 100% and Personal & Social Skills (PLS) 100),

A proportion of students exceeded their expected levels of progress CLL 31%, ICT 6% and PLS 2%.

At Lampard Community School, the gap in attainment between pupil premium and non-pupil premium students has been close and progress of students eligible for pupil premium is now in line with those not eligible.

Objectives in spending PPG for 2017-18 academic year to address the barriers to educational achievement:

Pupil premium funding is reviewed each year and targeted based on our knowledge of individual student needs and the impact strategies have had on the standard of learning in previous years. Following a review of PPG for 2016-17 the table below lists objectives in spending PPG for 2017-18.

Increase attainment in English, maths and ICT through the targeted introduction and use of Ipads to support learning.

To train teachers and support staff in the effective use of apps to raise the quality of teaching and learning in the classroom particularly in Maths, English and ICT.

To purchase apps that will enhance learning opportunities and also serve to reduce barriers to learning for some.

To Increase capacity for delivery of targeted phonics and numeracy intervention

To increase the range and capacity of targeted programmes to support social and emotional development

To increase the range and capacity for targeted programmes to support language and social communication development

To Increase the range and capacity of targeted programmes to support sensory and physical development

To enable students to participate in residential educational visits

To develop staff skill set and understanding in delivering high quality phonic sessions.

To enhance teacher's knowledge and understanding of the Maths curriculum and in teaching mastery of the skills.

To ensure students have access to speech and language intervention either from a SALT specialist or a specialist SALT Senior TA when identified as needed, in Personal Programmes.

Next Pupil Premium Strategy review date:

July 2018 for September 2017-18 implementation