



Pupil premium strategy statement: Laleham Gap School

1. Summary information					
School	Laleham Gap				
Academic Year	2016/17	Total PP budget	£67,485	Date of most recent PP Review	n/a
Total number of pupils	190	Number of pupils eligible for PP	57	Date for next internal review of this strategy	March 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving 5A* - C incl. EM (2015/16 only)	0%	64.7%
% achieving expected progress in English / Maths (2015/16 only)	50%	75.8% / 73.4%
Progress 8 score average (from 2016/17)	0.75	0.12
Attainment 8 score average (from 2016/17)	42	52

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Speech, communication and interaction needs of our pupils
B.	Mental Health needs and high levels of anxiety
C.	Low level behaviour issues from pupils in transition from KS2 to KS3 and KS3 to KS4
D.	Decrease the time it takes external students in Year 7 to close the gap in progress
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Students transferring into LGS from other Primary schools are not making the accelerated progress to reach target grades at the end of Year 11 as well as our home grown pupils are.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To increase the literacy and communication skills of our students	Measured through accelerated reading programs and through SALT interventions.
B.	Improved rates of progress across KS3 for high attaining pupils eligible for PP.	High rates of progress across key stage 3 in practical subjects
C.	To support the ongoing success of the transition of pupils from Year 6 into Year 7 using targeted interventions to ensure pupils are likely to maintain good or better levels of progress	Good or better levels of progress at end of Yr7
D.	To improve the resilience of our students to maintain good attendance and achieve their potential	Increase attendance of this cohort. Measured by SEBD (created in L2L), SDQ annaylsis from Project Salus and positive parental questionnaires.
E.	Behavioural issues of Year 10 addressed. To support transition from KS3 into KS4.	Fewer behaviour incidents recorded for these pupils
F.	Increase attendance rates for pupils in KS4 eligible for PP (that are identified as PA)	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 12% or below.

5. Planned expenditure

Academic year

2016/17

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. To increase the literacy and communication skills of our students</p> <p>B. Improved progress for high attaining pupils</p>	<p>CPD on SALT interventions to include Language through Colour</p>	<p>We want to provide our teaching staff with the knowledge and resources to embed the Language through Colour SALT programme across the curriculum. The technique is sound, used widely across the country and known to be an effective strategy for pupils with Speech and Communication difficulties.</p>	<p>An initial training session to be delivered to all staff. Teachers to receive an additional two sessions during Professional Development times to be included in the CPD programme. Workshops and 'drop in' slots to be provided by the SALT team. On-going support in the classroom for both teaching staff and TAs provided by the SALT team.</p>	<p>Communication Coordinator</p> <p>SLT Lead</p>	<p>June 17</p>
<p>A. To increase the literacy and communication skills of our students</p> <p>B. Improved progress for high attaining pupils</p>	<p>CPD on the implementation and effective use of Accelerated Reader. Providing teachers and support staff with knowledge and expertise to utilise effective practice and questioning techniques across the curriculum.</p>	<p>Specific areas of language identified as an area of weakness, given the S&C needs of the pupils. The Accelerated Reading Programme is a proven and effective intervention, enabling good or better progress across the curriculum.</p> <p>Special Schools across Kent have successfully trialled this approach.</p>	<p>Communication Coordinator to oversee resources and scheme development with KS3/4 lead for English.</p>	<p>Communication Coordinator</p> <p>SLT Lead</p>	<p>June 17</p>

<p>A. To increase the literacy and communication skills of our students</p> <p>B. Improved progress for high attaining pupils</p>	<p>Appointment of a Communication Coordinator, working effectively with the SALT team. Providing discrete communication lessons to all KS3 pupils, reinforcing SALT strategies and techniques. Developing and embedding positive and effective practice across the curriculum.</p>	<p>We know that there are huge benefits for our pupils with regards to the work undertaken by the SALT team. The strategies and techniques used are extremely effective. We want to further develop the skills in our pupils by providing a Communication Coordinator to further enhance positive practice by securely embedding effective working practices across the school.</p>	<p>We want to invest some of the PP money in a project that will enable our pupils to significantly improve their speech and language skills. Providing increased opportunity to practice strategies, also enabling teachers and staff to implement practices appropriately.</p>	<p>Communication Coordinator SLT Lead</p>	<p>June 17</p>
Total budgeted cost					<p>£25,200</p>
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. To increase the literacy and communication skills of our students</p>	<p>Implementation of the Accelerated Reader Programme across KS3/4</p> <p>Identified designated teacher to oversee the programme and monitor outcomes on a termly basis.</p>	<p>Some of the students need targeted literacy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Data tracking of these students to show impact of the programme.</p> <p>Teaching Assistant CPD for TAs supporting the programme.</p> <p>Pupil Premium Co-ordinator to liaise with parents of targeted children.</p>	<p>Pupil Premium Coordinator Designated Teacher</p>	<p>June 17</p>

B. Improved progress for high attaining pupils	<p>The introduction of DEAR (Drop everything and read) time across the secondary phase to support literacy in learning.</p> <p>To develop interventions that support numeracy across the school.</p>	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective. We want to develop a culture of reading, a time shared by both pupils and staff across the school. Modelling this practice is known to be effective in developing positive reading habits.	<p>Creating a new post, 'Communication Coordinator' to ensure the reading programme is effectively initiated and maintained across the secondary phase. Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.</p> <p>Engage with parents and pupils before intervention begins to address any concerns.</p> <p>Track data in English and maths at 3 key points in the academic year.</p>	<p>Head of Maths/ English</p> <p>SLT Lead</p>	June 17
Total budgeted cost					£5,285
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>C.To support the on-going success of the transition of pupils from Year 6 into Year 7 using targeted interventions to ensure pupils are likely to maintain good or better levels of progress</p> <p>D.To improve the resilience of our students to maintain good attendance and achieve their potential</p>	<p>Social Skills and Transition Programmes delivered by a senior practitioner from the SALT team.</p> <p>Project Salus worker employed to deliver bespoke programmes of intervention to address mental health, anxiety and resilience issues.</p>	We can't improve attainment for children if their emotional, mental health and wellbeing needs are not met.	<p>Close liaison between Yr6 class teachers and SALT worker to enable bespoke programmes of intervention suitable to the needs of each pupil.</p> <p>Thorough briefing of Project Salus support worker regarding needs of the pupils. PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.</p>	<p>Pupil Premium Coordinator</p> <p>SLT Lead</p>	June 17
E. Behavioural issues of Year 10 addressed. To support transition from KS3 into KS4.	Identify a targeted behaviour intervention for a specific cohort of students.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Identification of pupils following closely monitored and recorded patterns of behaviour SLT to engage with parents before intervention begins.	SLT Lead	June 17

<p>F. Increase attendance rates for pupils in KS4 eligible for PP (that are identified as PA)</p>	<p>Identified member of SLT to track attendance of PAs on a weekly basis and follow up immediately on irregular patterns of attendance.</p>	<p>We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Active reward system to ensure positive behaviour is recognised and rewarded, including merit points and commendation certificates.</p> <p>To include; Same day calls, Integration Programmes, Personalised Learning Programmes, Key Worker, SLT intervention, Mentoring, Alternative Curriculum Programme (Internal), Parent meetings, Home Visits, School Nurse and Project Salus intervention.</p>	<p>SLT Lead</p>	<p>June 17</p>
<p>Total budgeted cost</p>					<p>£37,000</p>

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve attainment across the curriculum	Staff sent on external 'growth mind-set' course	<i>Mixed:</i> training has informed approach to building aspiration in school. We measured the impact on attainment for all children, not just PP eligible. Success criteria: not fully met. Approach shows promise as evident from staff developing questioning technique as seen in lesson observation – best practice shared in briefings. However, Progress 8 data shows that PP students did not make expected progress.	Staff were positive about the training and believe it has affected attitudes of students. We will not repeat the training, but continue implementing the approach and monitoring pupil response.	£420 per teacher for 15 teachers. Plus staff cover for training days. £10,050
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved Year 8 literacy results	One to one tuition delivered by qualified teacher	High: observed increased progress amongst participating children compared to peers, as measured using scores on the Progress in English test. Success criteria: met.	This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupil. We will continue next year.	£1550 per pupil for 26 pupils. £40,300
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved Year 7 literacy results	Summer school programme for Y7 with one intensive week of literacy and aspiration focus and target activities for Y6 teacher to complete prior to summer school.	Medium-low: positive impact for students who attended but many did not. Success criteria: not met.	Next year we will try to provide more intensive after-school support instead, with parental engagement to encourage attendance.	£1260 per pupil for 14 pupils. £17,640

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.highschool.sch.uk