

Key Objective: To close the gap for identified pupil groups within the school: To close the gap for disadvantaged pupils

Key issue identified	Specific actions needed	Success criteria	By whom	Resources needed	Time scale	Evaluation of success Evidence RAG rating
The attendance of disadvantaged pupils as a group is lower than for other pupils at LCS Those whose attendance is below 95%: Y1: 1 child Y2: 2 children Y3: 4 children Y4: 1 child Y4: 2 children	Discussion with parents. Targets set and rewards negotiated. Support from school nurse where applicable. Support from Family Resilience	88% of pupils attendance is 95% or above. No disadvantaged pupils taking unauthorised holiday	CC & PSA, office - JC	Meeting time Support from CAT re parenting contracts Training to be attended by CC to ensure procedures are robust and would support legal action	Review after 3 weeks of term and weekly thereafter.	
We need to improve the engagement of hard to reach DP families: less likely to support learning at home or attend school events. Possible limited understanding, as to how to help at home. Y2: 4 children Y3: 3 children	Family Support Adviser to target families identified by SLT. Parental input to Pupil Premium profiles and Individualised plans. Personalised invites to events explaining in more detail their importance and benefits. If parents are unable to attend after school information events invite them into school during the day and provide	80% of families demonstrate evidence of increased engagement: by reading with children at home, supporting home learning tasks or attending an information event. Parents come into school to gain information about supporting learning at home during the day if unable to attend evening events. All parents attend	SLT, PSA CTs		Key events: E-Safety Sept, Oct, Feb & Apr parents evening FS: Reading & Phonics info meeting Y1 Phonics meeting – spr term Y2, Y5 & Y6 Assessment meeting- aut term	

Y4: 3 children Y5: 5 children	bespoke information this way. Home Learning club for KS2 pupils.	parent/teacher consultations. In KS1 it is evident that targeted parents are engaging with their child's reading at least 3 times each week.				
Improving progress rates for: L2a and L3 pupils at KS1 as they move through KS 2 (Y6) GD & those who end KS1 at 2s or 2s+ (Y3, Y4 & Y5) to ensure they are achieving securely at ARE or above Limited input from parents. Possible slower rates of progress in KS2. Attendance may be below 95% Children in Y5 & Y6 have been identified	Rigorous tracking. Analysis of assessments. Targeted interventions where this is necessary to close any gaps quickly achieved by considering which intervention is most likely to have impact. Range of interventions detail on separate spreadsheet. Clear identification of the needs via DP profiles and Individualised plans Finding Futures Programme	100% of pupils achieving at L2a + and GD at end KS1 progress to secure ARE & above at the end of each year group in KS2 in Reading, Writing and Maths. Targets set for achieving GD at end of KS2 for pupils in Y5 & Y6. 100% achieve at GD in KS1 & KS2 Tracking and interventions during KS2 ensure that these pupils are continuing to make good progress	CC, CTs, TAs	Pupil progress meetings	Review of progress at least ½ termly	
Improve KS1-2 progress in Reading, writing and Maths so	Rigorous tracking and analysis of assessments. Teaching at the beginning of Y3 to immediately	90% of DP make at least expected progress throughout KS2	CTs TAs	Time to read with Reading Ambassador Reading materials	Reviewed half termly at PPMs	

<p>that all DP pupils make expected progress.</p> <p>Below Nat exp in phonics check at</p> <p>Y2: 1 child</p> <p>Y3: 2 children</p> <p>Y4: 3 children and 1 not taken</p> <p>Y6: 1 child</p> <p>Not making expected progress 2017-18</p> <p>Y2: 1 child in Wr</p> <p>Y3: 1 child Re & Wr, 1 child in Re</p> <p>Y4: 3 children– all in all areas.</p> <p>Y5: 2 children in Ma, 1 child in wr, 2 children in all, 1 child in Re & Wr,</p> <p>Y6: 2 children Re & Wr, 1 child in all areas</p>	<p>address gaps for those children who do not achieve ARE at Y2 – use of booster groups.</p> <p>Matrix study support</p> <p>PIXL intervention</p> <p>Providing equipment at home</p> <p>Additional reading in school with adults and Y6</p> <p>Reading Ambassadors</p> <p>Finding futures programme</p>					
<p>Improve outcomes for DPs who do not reach a GLD at the end of FS when they move into Y1 & Y2 so that they are achieving at ARE at end KS1</p> <p>Not GLD</p> <p>(attendance for</p>	<p>Family support adviser to support in range of ways – running a parenting group, information for parents about helping at home, coffee mornings</p> <p>Home visits & pre-school visits, positive starts to the day.</p> <p>Provision of resources to support learning</p>	<p>80% of these children to achieve within 6 months of ARE</p> <p>These children should achieve 95% attendance. Pupils reach the expected outcome in the phonics screening check – 1 in Y1 and 1 when re-checked in Y2</p>	<p>JO, DW, CC</p>		<p>Half termly review at PPMs</p>	

year) Y2 2 children both with 97% attendance	Play/creative therapy					
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<p>Ensure that more able DPs continue to achieve above ARE as they move through KS2. Lack of parental engagement. Attendance. Limited resources to support learning at home</p> <p>More able DPs Y2: 1 child Y3: 1 child Y5: 3 children Y6: 3 children</p>	<p>Enrichment activities: out of school clubs, bespoke programmes, resources for example IT, books, Tracking, Family Support Adviser Attending Finding Futures programme (Y5 & Y6 pupils)</p>	<p>100% of higher prior attainment children continue to be achieve at above expected levels as they move through KS2</p>	<p>CTs, SLT</p>		<p>Review at PP meetings ½ termly</p>	
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