

**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	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%: <b>Y1:</b> 1 child <b>Y2:</b> 3 children <b>Y3:</b> 1 child <b>Y4:</b> 2 children <b>Y6:</b> 1 child	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	Attendance <table><tr><td></td><td>2016-17</td><td>2017-18</td></tr><tr><td>Y1</td><td>88%</td><td>94%</td></tr><tr><td>Y2</td><td>86%</td><td>90%</td></tr><tr><td>Y2</td><td>84%</td><td>81%</td></tr><tr><td>Y2</td><td>82%</td><td>77%</td></tr><tr><td>Y3</td><td>91%</td><td>98%</td></tr><tr><td>Y4</td><td>92%</td><td>92%</td></tr><tr><td>Y6</td><td>93%</td><td>97%</td></tr></table>		2016-17	2017-18	Y1	88%	94%	Y2	86%	90%	Y2	84%	81%	Y2	82%	77%	Y3	91%	98%	Y4	92%	92%	Y6	93%	97%
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Time scale	One of the Y4 pupils left the school during the year. At monitoring points throughout the year other pupils' attendance caused concern:																												
Review after 3 weeks of term and weekly thereafter.	<table><tr><td></td><td>2016-17</td><td>2017-18</td></tr><tr><td>FS</td><td>86%</td><td>95%</td></tr><tr><td>Y1</td><td>90%</td><td>96%</td></tr><tr><td>Y1</td><td>93%</td><td>96%</td></tr><tr><td>Y2</td><td>94%</td><td>95%</td></tr><tr><td>Y2</td><td>94%</td><td>98%</td></tr><tr><td>Y4</td><td>94%</td><td>95%</td></tr><tr><td>Y6</td><td>91%</td><td>96%</td></tr></table> <p>79% of children's attendance improved with 64% now above 95% attendance for the year. This target has been partly met. No DPs were removed from school due to unauthorised holiday. Overall average attendance for disadvantage pupils was 95.18% compared to 96.68% for non-disadvantaged pupils. This will remain a target for the coming year</p>		2016-17	2017-18	FS	86%	95%	Y1	90%	96%	Y1	93%	96%	Y2	94%	95%	Y2	94%	98%	Y4	94%	95%	Y6	91%	96%				
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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.	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 bespoke information this way. Home Learning club for KS2 pupils.	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 parent/teacher consultations. In KS1 it is evident that targeted parents are engaging with their child’s reading at least 3 times each week.	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	Twenty-six of DPs were targeted. 85% of parents attended three parent/teacher consultations during the year, the remaining 15% attended some of these meetings. 19% of parents did not contribute to their child’s reading record, 27% did so inconsistently. Of the remaining 54% parents regularly heard children read and commented in the reading record. None of the parents attended the E-Safety events. Of the 17 parents who were invited to an additional information event 35% attended. Whilst attendance at parent/teacher consultations is good we need to consider how to maximise engagement at other events. This will be a target for the coming year.															
Improving progress rates for: L2a and L3 pupils at KS1 as they move through KS 2 (Y5 &Y6) GD & those who end KS1 at 2s or 2s+ (Y3 & Y4) to ensure they are achieving securely	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.	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. <b>Targets set for achieving GD at end of KS2 for pupils in Y5 &amp; Y6.</b> 100% achieve at GD in	CC, CTs, TAs	Pupil progress meetings	Review of progress at least ½ termly	<table><tr><td colspan="3">Of the pupils targeted:</td></tr><tr><td></td><td>ARE</td><td>ARE+</td></tr><tr><td>Reading</td><td>100%</td><td>29%</td></tr><tr><td>Writing</td><td>89%</td><td>17%</td></tr><tr><td>Maths</td><td>100%</td><td>57%</td></tr></table>  We need to continue to focus on the more able DPs to ensure that as they move through KS2 their high levels of	Of the pupils targeted:				ARE	ARE+	Reading	100%	29%	Writing	89%	17%	Maths	100%	57%
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at ARE or above Limited input from parents. Possible slower rates of progress in KS2. Attendance may be below 95%	Clear identification of the needs via DP profiles and Individualised plans	KS1 & KS2  Tracking and interventions during KS2 ensure that these pupils are continuing to make good progress				attainment are sustained. The Finding Futures project is one way to address this
Improve KS1-2 progress in Reading, writing and Maths so that all DP pupils make expected progress. <b>Below Nat exp in phonics check at Y1</b> <b>Not making expected progress 2016-17</b>	Rigorous tracking and analysis of assessments. Teaching at the beginning of Y3 to immediately address gaps for those children who do not achieve ARE at Y2 – use of booster groups. Matrix study support PIXL intervention Providing equipment at home Additional reading in school with adults and Y6 Reading Ambassadors	90% of DP make at least expected progress throughout KS2	CTs TAs	Time to read with Reading Ambassador Reading materials	Of those pupils targeted numbers making expected progress was lower than 90%. <b>Children who did not achieve the phonics check at Y1 (8 children):</b> Reading – 50% Writing – 50% Maths – 62.5% <b>Children who did not make expected progress during 2016-17 but did in 2017-18 (14 children)</b> Reading – 79% Writing – 71% Maths - 86%  This highlights the importance of children being supported to achieve the phonics check at Y1 and then for support in Y2 for those who do not. However as a school our proportion of children achieving the phonics check has increased in each of the last 3 years.	
				Timescale		
				Reviewed half termly at PPMs		
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	Family support adviser to support in range of ways – running a parenting group, information for parents about helping at home, coffee mornings Home visits & pre-school visits, positive starts to the day.	80% of these children to achieve within 6 months of ARE 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	JO, DW, CC	Timescale	Of the 6 children targeted: 50% are achieving at ARE in reading, writing and maths. 33% are achieving within 6 months of ARE.  This target has been met and this group remain one which needs to be tracked as they move through KS2.	
				Half termly review at PPMs		

	Provision of resources to support learning Play/creative therapy	Y2			
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<p>Ensure that more able DPs continue to achieve above ARE as they move through KS2.</p> <p>Lack of parental engagement.</p> <p>Attendance.</p> <p>Limited resources to support learning at home</p>	<p>Enrichment activities: out of school clubs, bespoke programmes, resources for example IT, books, Tracking, Family Support Adviser</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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