



Lodge Farm Primary School  
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**“Learning in mind, community at heart”**  
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PPG Strategy 2018 -2019

<b>Head Teacher:</b>	Helen Turner	<b>Pupil Premium Lead:</b>	Nicola Randall
<b>Chair of Governors:</b>	Lindsey Butterworth		
Number of eligible pupils: 64		Grant Received: 84,480	

**Executive Summary**

Main barriers to attainment

- Behaviour and engagement in lessons
- Low self esteem/ resilience
- Can be less support at home
- Weaker language and communication skills
- Attendance and punctuality
- There may also be complex family situations that prevent children from flourishing

Academic Resilience

Underpinning all intervention and support at Lodge Farm Primary School, is the Academic Resilience Framework (children and young people) Oct 2012, adapted from Hart and Blincow 2007 [www.boingboing.org.uk](http://www.boingboing.org.uk).

	BASICS	BELONGING	LEARNING	COPING	CORE SELF
SPECIFIC APPROACHES	Good enough housing	Find somewhere for the child/YP to belong Help child/YP understand their place in the world	Make school/college life work as well as possible	Understanding boundaries and keeping within them	Instil a sense of hope
	Enough money to live	Tap into good influences		Being brave	
	Being safe	Keep relationships going	Engage mentors for children/YP	Solving problems	Support the child/YP to understand other people's feelings
	Access & transport	The more healthy relationships the better Take what you can from relationships where there is some hope	Map out career or life plan	Putting on rose-tinted glasses	Help the child/YP to know her/himself
	Healthy diet	Get together people the child/YP can count on		Fostering their interests	
	Exercise and fresh air	Responsibilities & obligations	Help the child/YP to organise her/himself	Calming down & self-soothing	Help the child/YP take responsibility for her/himself
	Enough sleep	Focus on good times and places	Highlight achievements	Remember tomorrow is another day	Foster their talents
	Play & leisure	Make sense of where child/YP has come from	Develop life skills	Lean on others when necessary	There are tried and tested treatments for specific problems, use them
	Being free from prejudice & discrimination	Predict a good experience of someone or something new Make friends and mix with other children/YPs		Have a laugh	
	<b>NOBLE TRUTHS</b>				
	ACCEPTING	CONSERVING	COMMITMENT	ENLISTING	

How will the money be spent?	Rationale
<ul style="list-style-type: none"> <li>➤ Provision of targeted support for children with specific difficulties.</li> <li>➤ To provide support to vulnerable families; improving standards of behaviour, attendance and parental engagement.</li> <li>➤ Provision of booster groups and 1:1 tuition opportunities throughout all key stages.</li> <li>➤ Provision of therapeutic counselling services, such as Art therapy, to vulnerable children.</li> <li>➤ Additional teacher within year six to enable smaller groups and targeted teaching.</li> <li>➤ Provide equipment and resources to enable pupils to accelerate their learning.</li> <li>➤ Opportunities for enrichment of the curriculum.</li> <li>➤ Provide CPD opportunities to improve good quality first teaching.</li> <li>➤ Support middle prior attainers in maths to make progress in line with national other to secure age related expectations</li> <li>➤ Target higher ability children across the school</li> <li>➤ Electronic system 'Pupil Tracker' to monitor and evaluate the impact of interventions</li> <li>➤ Fund action research projects with a focus on improving Academic Resilience</li> </ul>	<p><i>Improving mathematics in Key stage 2 and 3 Guidance Report EEF 2017</i></p> <p>The key focus for maths in the year 2018-2019 will be recommendations 1,6 and 7:</p> <ul style="list-style-type: none"> <li>• Use assessment to build on pupils' existing knowledge and understanding</li> <li>• Use tasks and resources to challenge and support pupils' mathematics</li> <li>• Use structured interventions to provide additional support.</li> </ul> <p>In addition, recommendation 2 'Use manipulatives and representations' will continue to be embedded across the school to make best use of the resources and manipulatives purchased in the year 2017-2018.</p> <p><i>Improving Literacy in Key stage 2 Guidance Report EEF 2017</i></p> <p>The key focus for Literacy in the year 2018-2019 will be recommendations 4,6 and 7:</p> <ul style="list-style-type: none"> <li>• Teach writing composition strategies through modelling and supported practice.</li> <li>• Target teaching and support by accurately assessing pupil needs.</li> <li>• Use high-quality structured interventions to help pupils who are struggling with their literacy.</li> </ul> <p>In addition to both of these reports, recommendations from recent Ofsted reports in relation to PPG have been reviewed and the guidance in 'Pupils Premium: funding and accountability for schools' applied in the strategies.</p> <p>Strategies relating to Academic Resilience are based upon recommendations from a review of provision at Lodge Farm School, related reading from <a href="http://www.boingboing.org.uk">www.boingboing.org.uk</a> and two internal action research projects.</p>
<b>How will we measure impact?</b>	
<p>Impact will be measured formatively throughout the year in addition to a full review of impact twice a year. Criteria for assessment is agreed for each new resource or initiative to ascertain a benchmark at the start and end, in order to measure impact effectively.</p> <p>Examples of impact criteria: ongoing monitoring of teaching and learning, pupil's work samples, planning and data (as per monitoring schedule)</p>	