

Number of pupils and premium grant received	
Number of pupils	500
Number of pupils eligible for PPG	146 (January 2014 census)
Amount of PPG received per pupil	£1,300
Total amount received	£189,600
Pupil Premium support implemented during 2014/2015 with evidence of impact	
<ul style="list-style-type: none"> Non-contact time for teachers to work with the leadership team to discuss pupil progress, with a focus on PP children and strategies for moving forwards - All year groups. 	£8,000
<i>Pupils who required additional strategies as part of Quality First Teaching were identified and tracked at frequent intervals with additional focus on children in National Testing Years. EYFS data, Y1 Phonics and KS1 data indicated that children often performed above the National Average. At the end of KS2, although not matching National Averages, the school results significantly increased.</i>	
<ul style="list-style-type: none"> Small group tuition (after school) to improve reading comprehension skills for PP children in year 6 and to revise mathematical concepts. 	£2,500
<i>As a result of extra-tuition the school gap between pupil premium children and non-pupil premium at KS2 reading was very minimal, at 2%. In maths at KS2 there is still a significant gap between pupil premium and non-pupil premium children who attained level 4+ in maths. However at L5 +, there is virtually no gap with a difference of 1%.</i>	
<ul style="list-style-type: none"> Teacher employed to teach reading strategies to individuals and small groups in year 6 	£7,600
<i>As a result of extra-tuition the school gap between pupil premium children and non-pupil premium at KS2 reading was very minimal, at 2%.</i>	
<ul style="list-style-type: none"> Teaching Assistants employed to provide 'nurture support' and pastoral care. 	£13,860
<i>The Nurture team support individual children throughout the school. They mostly supported children in year 1. Considerable support was provided by the Nurture Team to prepare year one children for the Phonics Screener. As a school 89% of the year group passed the phonics screener. 87% of Pupil Premium children passed, so the gap is minimal. The National Gap is 15%. We are very proud of this result. Nationally 77% of pupils in year 1 passed the phonic screener, 66% of pupil premium children passed. Our children have exceeded this.</i>	
<ul style="list-style-type: none"> More able maths groups in year 6 taught with a focus on independent learning and higher order thinking skills. 	£18,500
<i>31% of our children gained Level 5+ at the end of KS2, which is an increase on the previous year. In addition, for the first time, 7% of our pupils achieved level 6 in mathematics. 9% of pupils achieved Level 6 nationally. At Lincoln Gardens Primary school the Gap in attainment at Level 5+ is negligible at 1%. Nationally non-pupil premium pupils perform less well at Level 5+, with a gap of 19%.</i>	
<ul style="list-style-type: none"> Less able maths group taught in Year 5 with a focus on learning skills and resilience. 	£18,500
<i>38.7% of this year group are pupil premium and their prior attainment (KS1 Average point score) was 13.7. This reflects that prior attainment for this year group is the lowest when compared to other cohorts and significantly below that National Average for that year group of -1.9. 33% of the whole year group were taught as a maths set. Teacher planning, learning observations and assessment reflect that with astute planning and a practical hands on approach pupils were able to access their age related curriculum. 42% of the set made accelerated progress as a result. 58% of this group have special needs. In lessons the pupils were able to show confidence and with support for reading accessed end of year NFER tests. 63% of this group achieved an age related score within the National Average range on NFER testing. Resilience and confidence remains a challenge for this group and strategies will need to be in place to prepare for testing at the end of KS2.</i>	

<ul style="list-style-type: none"> • Management and leadership in targeting and monitoring of effective interventions. Assessing impact to determine that PP children are on track to achieve required levels of progress. Sharing information with class teachers and teaching and learning assistants. 	£21,454
<p><i>The SENDCO has a comprehensive history of interventions and their effectiveness. Successful interventions for 2014-2015 were Lexia, and 1:1 Phonics. Lexia is a language programme and records support that children make accelerated progress as a result. 1:1 phonics was one of a number of strategies which led to our high pass rate.</i></p>	
<ul style="list-style-type: none"> • Support staff directed to support learning in years 1 and 2 with a view to enhancing reading and phonics. 	£15,000
<p><i>We are very proud of our phonic results at the end of Y2. Our pass rate was 100%, compared to 90% nationally. Again this was due to 1:1 phonics, tracking and testing of the children at frequent intervals, as well as immersion in phonics throughout the school day. We also had success in reading. 41% of our pupils attained L3+, compared to 32% nationally. As a year group their average point score was 16.8, compared with 16.1 nationally. This is a significant increase. The school gap in reading is negligible in reading at 0.6 APS, compared to the National gap of 1.9 APS.</i></p>	
<ul style="list-style-type: none"> • Lexia subscription (intervention package) directed at pupils in year 2 who require additional phonics teaching. 	£2,960
<p><i>As noted before, 100% of the year 2 pupils passed the Phonics Screening Test.</i></p>	
<ul style="list-style-type: none"> • Continuing investment in Achievement for All programme for targeted pupil premium children 	£3,600
<p><i>As the year 5 cohort had a significantly lower KS1 APS, children and their families took part in a number of structured conversations as part of the AFA programme. These consultations provided staff with contextual information about the children to build a picture of the whole child and in turn to engage parents in supporting their child with learning. We hope to see the full benefit of this in the next school year. These children and their families will continue to engage in the programme.</i></p>	
<ul style="list-style-type: none"> • CPD to support children targeted within the AfA programme 	£2,000
<p><i>Whole school CPD was carried out and a development point to raise aspirations for the future for our children and families was identified. Parental engagement is a challenge for the school and will be addresses in the next school year.</i></p>	
<ul style="list-style-type: none"> • CPD for teaching assistants to enable delivery of high quality phonics teaching. 	£2,500
<p><i>Previous information supports that all strategies for raising attainment in phonics were a success. Non-negotiables were developed for the teaching of phonics and delivery of these were closely monitored to ensure quality provision.</i></p>	
<ul style="list-style-type: none"> • Allocated time for teaching assistants to support individuals and group teaching. 	£14,400
<p><i>Two additional Teaching Assistants were employed to support the year 5 cohort. As previously mentioned before, this group are particularly vulnerable due to low prior attainment, high percentage of SEN, and pupils who are eligible for free school meals. A number of pupils are SEN due to behaviour difficulties. The early employment of additional teaching assistants in this year group enabled individuals to form relationships with staff in order to access learning. Additional support will be increased in the next academic year to reinforce positive learning behaviour and support groups and individuals as they prepare for national testing.</i></p>	
<ul style="list-style-type: none"> • Additional teaching time to support phonics in years 1 and 2. 	£8,834
<p><i>Governors agreed to employing an additional teacher in the short term in order for an existing teacher to specialise in supporting learning and teaching of phonics in years 1 and 2. This role was to model teaching/ monitor teaching/ track pupils and implement timely interventions.</i></p>	
<ul style="list-style-type: none"> • Investment in non-teaching time for the teacher responsible for monitoring of learning and teaching in Y1. 	£3,000

<i>Due to Local Authority shortage of places for reception children during 2013-2014, Lincoln Gardens increased their yearly intake from 60 to 90 pupils. To support quality of learning for this cohort, a teacher was given the responsibility of monitoring learning and teaching in this year group. The children were assessed against the new curriculum expectations for year 1. Predictions for this year group at the end of Y2 indicate that 88% is a target for children meeting ARE in reading, writing and maths.</i>	
• Subsidy for pupil premium children to attend residential visits.	£1,500
<i>Although this is very hard to measure, staff and children can account for personal triumphs by individuals.</i>	
• Contingency fund for assisting families with school uniform/access to the school breakfast club/ extra-curricular activities.	£2,000
<i>Support for families is considered on a case by case basis to provide access to the above.</i>	
• School gardener deployed to provide pupils with outdoor learning opportunities.	£2,500
<i>The school has received an award for its impressive school gardens in providing an enhanced outdoor learning environment. Children are supported in growing vegetables which are then cooked in the school kitchen.</i>	
• Speech and language support for targeted individuals across the school.	£6,080
<i>SENDCO has records to support the progress of individuals.</i>	
• Early excellence programme – maintaining and improving upon high standards of practice within the early years and Year 1 as a foundation for quality learning. Programme costs plus staff training.	£6,000
<i>A teacher, with EYFS expertise, was tasked with ensuring that Learning Environments were of a consistently high standard for this year group and praised by the SIP as a strength. Achievement in phonics was a success, due to a number of factors, including the provision for phonics in the classrooms. This year group look to have strong potential, with a target of 88% achieving ARE in reading, writing and maths.</i>	
• Fund for providing wider opportunities for pupil premium children	£1,000
Total Pupil Premium expenditure	£161,788.00
Balance remaining to carry forward:	£27,812