



## **Lincoln Gardens Primary School Pupil Premium Spending Strategy 2016-17**

We have high aspirations for all the children in our school community and believe that all children should be given the opportunity to reach their full potential. We seek, as a school community, to provide personalised learning opportunities and targeted support to allow every child to flourish.

In order to meet the above requirements, the Governing Body of Lincoln Gardens Primary School will ensure that provision is made to meet the needs of all pupils.

### **PPG for 2016-17**

Our priority for 2016-2017 will be focussed on narrowing the attainment gap for those pupils not on track to meet age related expectations at the end of the academic year in English (Reading and Writing) and Mathematics and closing the gap for all Pupil Premium children. We will use a range of strategies to raise engagement and attainment including using the TTed programme which is tailored specifically to diminish the difference for our pupils. Alongside this we will access the Words count and Rising stars reading initiatives which focus particularly on raising attainment for PP pupils. There will also be a focus on providing Well-being support and nurture for vulnerable children and their families.

Our curriculum includes opportunities for children to learn through first hand-experiences. We will subsidise our curriculum visits outside of school and aim to further enhance our existing topic based approach to suit the needs and interests of our children. We will also offer the support of a Pastoral Team who will support families with attendance, welfare issues, parent skills and engagement and also offer guidance to parents on behaviour.

Date of next review: July 2017



## Lincoln Gardens Primary School: Pupil Premium Strategy Statement

| 1. Summary information |                                |                                  |             |  |         |
|------------------------|--------------------------------|----------------------------------|-------------|--|---------|
| School                 | Lincoln Gardens Primary School |                                  |             |  |         |
| Academic Year          | 2016/17                        | Total PP budget                  | £183,040.00 | Date of most recent PP Review                  | N/A     |
| Total number of pupils | 490                            | Number of pupils eligible for PP | 140         | Date for next internal review of this strategy | July 17 |

| 2. Attainment (2015/16)                                    |                                  |   |
|--|----------------------------------|---|
|  | Pupils eligible for PP ( school) | Pupils not eligible for PP (national average) |
| % of children who achieved GLD (Good Level of Development) | 73%                              | 72%   |
| % passing Phonics screening in Year 1                      | 86%                              | 83%   |
| % achieving ARE or above in Reading                        | EYFS 73% KS1 78% KS2 30%         | EYFS 80% KS1 78% KS2 72%                      |
| % achieving ARE in Writing                                 | EYFS 73% KS1 78% KS2 52%         | EYFS 75% KS1 70% KS2 79%                      |
| % achieving ARE in Maths                                   | EYFS 73% KS1 74% KS2 43%         | EYFS 81% KS1 77% KS2 76%                      |
| % achieved ARE Combined in Reading, Writing, Maths         | KS2 13%                          | KS2 62%                                       |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) |  |
|---|--|
| In-school barriers (issues to be addressed)   |  |
| A.  | 2015/16 Yr 6 PP pupils achieving ARE in Reading, Writing, Maths was significantly lower than the National comparison. The % of PP achieving ARE across all 3 subjects (combined) was significantly lower than national figures.              |
| B.  | 64% of PP pupils currently entering Yr6 are Lower Ability based on Ks1 prior attainment.   |
| C.  | The proportion of Middle Ability PP pupils in Yr 3,4 & 5 is increasing.<br>In 2015/16 at the end of Ks 2 the Middle Ability group made less progress than Lower Ability PP pupils and less progress than the Middle Ability National Average |



**External barriers**

|    |  |
|----|--|
| D. | Low parent attendance at workshops designed to provide guidance on supporting learning in Reading and Phonics.                               |
| E. | Social, emotional health and well-being of pupils eligible for PPG is an issue for some and represents a barrier to their academic progress. |
| F. | Pupils access to resources to support learning outside of school is an issue and therefore impacts on attainment and progress.               |

**4. Desired outcomes**

|    | <i>Desired outcomes and how they will be measured</i>  | <i>Success criteria</i>   |
|----|--|---|
| A. | The outcomes of PP pupils in Reading, Writing and Maths & combined (at ks2) improves significantly (Tracked at data collections and measured at publication of Ks 2 results)<br>To prevent the gap on entry between PP and their peers from widening<br>Ensure PP pupils who enter Ks2 below ARE make accelerated progress given their starting points | The gap between PP attainment at the end of yr 6 compared to national average is narrowed (diminished)<br>End of year targets set for Yr 6  |
| B. | Lower attaining PP pupils make accelerated progress in order to improve their attainment at the end Yr 6   | PP LAP make as much progress as 'other' pupils identified at Lower ability.<br>Measured by teacher assessments, SATS and successful moderation practises  |
| C. | The attainment and progress of Middle attaining (MAP) PP pupils in Yr 3,4 & 5 will continue to improve; diminishing the difference to their peers and to the National average  | The progress of middle ability PP measured in Years 3,4,5 is in line with national average and continues to improve   |
| D. | Parents of PP pupils participate fully in their child's education. Improved parent attendance at parent teacher consultation evenings and parents workshops.   | Increased attendance at parent events (working towards 50% or more)   |
| E. | PP Pupils show improved levels of motivation, engagement, self-esteem and well-being. Use Leuven scales as an indicator to show levels of engagement and well-being.   | Pupils observed show improved levels of motivation, engagement, self-esteem and well-being. Pupil questionnaire shows pupils to feel safe and happy. Lesson observations show resilient pupils who are willing to try and learn from mistakes |
| F. | PP Pupils have improved access to resources to support learning outside of school in order to improve their attainment and progress  | Children have access to a wide range of resources, learning opportunities outside of school to support learning.  |

**5. Planned expenditure**

|               |         |
|---------------|---------|
| Academic year | 2016/17 |
|---------------|---------|

**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? |
|-----------------|--------------------------|---|---|------------|--------------------------------------|
|-----------------|--------------------------|---|---|------------|--------------------------------------|



|   |  |   |   |                  |                           |
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| <p>The outcomes of PP pupils in Reading, Writing and Maths &amp; combined (at ks2) improves significantly</p> <p>Ensure PP pupils who enter Ks2 below ARE make accelerated progress given their starting points</p> | <p>Staff training on quality teaching including CPD</p> <p>Additional teacher employed to support pupils</p> <p>Resources purchased</p> <p>Continued delivery of interventions including Lexia</p> <p>Additional TA support in Year 6 classes for writing and maths every morning</p> <p>Training for all staff in giving feedback to move learning forward.</p> <p>SLT planning support and team teaching</p> <p>Purchase of resources including Yr 6 books, Test base materials, Piri puma Tests, Focus curriculum guidance booklets for each teacher.</p> <p>Interactive projector to be purchased</p> <p>Words count and Rising stars Reading projects</p> | <p>We want to invest some of the PP in longer term change which will help all pupils. We feel investing in improving teaching will impact on the progress and attainment of all. Research shows that TA support gives low impact for high cost, however by directing a TA specifically to pupils with specific action plans this member of staff can give direct feedback on learning to move their learning forward. TA can also give the teacher more capacity for providing specific feedback to learners. Feedback studies tend to show very high effects on learning Feedback has effects on all</p> | <p>Internal CPD includes effective marking and feedback. TTed reading, writing and SPaG training.</p> <p>Training delivered by SENCo to support pupils and use of interventions RWI training to increase knowledge and skills of delivering phonics sessions. Words count and Rising stars data analysis of reading ages to determine progress from starting points. Use INSET days to deliver training to narrow gaps for vulnerable groups. Autism training session attended by all staff.</p> <p>Weekly staff meetings for TAs</p> <p>Peer observation of attendees' classes after the course, to embed learning</p> <p>Lessons from training embedded in school feedback policy.</p> <p>Subject leaders are tracking data to ensure impact SST are monitoring books and lessons regularly</p> | <p><b>NG</b></p> | <p><b>Half termly</b></p> |
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| <p>Ensure accelerated progress of lower attaining PP pupils to increase attainment at the end Yr 6</p>   | <p>CPD on providing support for lower attaining pupils.<br/>Additional teacher</p> <p>(Specifically) for Year 6 to split two large classes into learning groups for Reading, Writing and Maths<br/>Additional TA in all Year 6 learning groups every morning.<br/>Training for all staff in giving feedback to move learning forward.<br/>Ass head Yr 6 phase leader modelling peer tutoring to other Y6 teachers</p> | <p>Lower ability pupils eligible for PP are making less progress than other higher attaining pupils. We want to ensure that PP pupils can achieve maximum progress and attainment. We want to train number of relevant staff in practices to provide support and encouragement for these pupils.<br/>Research shows that reducing class sizes can give moderate impact for very high cost however, by doing this there are other areas of high impact work that staff are able to address such as :<br/>Research – Feedback Feedback studies tend to show very high effects on learning<br/>Feedback has effects on all types of learning across all age groups learning<br/>Feedback should be specific, accurate and clear</p> | <p>Course include CPD delivered by SST on supporting lower ability groups. TAs attend all training days. TEd reading, writing and SPaG training.<br/>Training around use of new intervention formats.<br/>Pupil progress meeting attended by all to monitor pupil progress and attainment.<br/>Use INSET days to deliver training.<br/>Peer observation of attendees' classes after the course, to embed learning<br/>Subject leaders are tracking data to ensure impact SLT are monitoring books and lessons regularly</p> | <p>NG</p>                | <p>Half termly</p>                                 |
| <p>The attainment and progress of Middle attaining (MAP) PP pupils in Yr 3,4 &amp; 5 will continue to improve; diminishing the difference to their peers and to the National average</p> | <p>CPD on providing further support for middle attaining pupils.<br/>Use of HLTA, to enhance Support for learning timetable and to ensure progress of MAP</p>   | <p>The proportion of MAP is increasing. We want to ensure that PP pupils can achieve maximum progress and attainment. We want to train number of relevant staff in practices to provide support and encouragement to accelerate the progress of these pupils</p>   | <p>Course selected using evidence of effectiveness.<br/>Use INSET days to deliver training.<br/>Peer observation of attendees' classes after the course, to embed learning.</p>   | <p>NG</p>                | <p>Half termly</p>                                 |
| <b>Total budgeted cost</b>   |   |  |   |                          | <p>£73745</p>                                      |
| <p><b>ii. Targeted support</b></p>   |   |  |   |                          |  |
| <p><b>Desired outcome</b></p>  | <p><b>Chosen action/approach</b></p>  | <p><b>What is the evidence and rationale for this choice?</b></p>  | <p><b>How will you ensure it is implemented well?</b></p>   | <p><b>Staff lead</b></p> | <p><b>When will you review implementation?</b></p> |



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| <p>The outcomes of PP pupils in Reading, Writing and Maths &amp; combined (at ks2) improves significantly (at ks2) improves significantly starting points<br/>Ensure PP pupils who enter Ks2 below ARE make accelerated progress given their starting points.</p> | <p>One –to- one and small group intervention provision delivered by TAs and additional teacher</p>  | <p>Some of the pupils need targeted support to catch up. Teaching assistants have been deployed specifically to support individuals and groups to ensure they meet ARE.<br/>Additional work by a teacher / TAs to work in class on interventions.</p>  | <p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.<br/>Monitor teaching to identify any issues in practise/provision.</p>  | <p>NG</p> | <p>Half termly</p> |
| <p>Ensure accelerated progress of lower attaining PP pupils to increase attainment at the end Yr 6</p>  | <p>Weekly small group sessions for LAP with experienced TAs &amp; teacher, in addition to standard lessons<br/>Resources used to support pupils purchased including books.<br/>Online resources including Espresso, education city<br/>Bug club</p> | <p>We want to provide extra support to improve attainment. Small group interventions with highly qualified staff have shown to be effective. We want to combine this additional provision with some aspiration interventions such as visits/visitors from Secondary, further, higher education students.</p> | <p>Extra teaching time and preparation time paid from PP budget<br/><br/>Impact overseen by Lit/Maths leads<br/>TA CPD<br/><br/>Engage with parents and pupils prior to intervention begins to address any concerns / questions</p> | <p>NG</p> | <p>Half termly</p> |

| <p>The attainment and progress of Middle attaining (MAP) PP pupils in Yr 3,4 &amp; 5 will continue to improve; diminishing the difference to their peers and to the National average</p> | <p>Weekly small group sessions for MAP with experienced teacher/ TAs, in addition to standard lessons<br/>TTed reading, writing and SPaG training accessed by all</p> <p>Resources used to support pupils purchased including books.<br/>Online resources including Espresso, education city Bug club</p> | <p>We want to provide extra support to accelerate the progress and attainment of MAP. Small group interventions with highly qualified staff have shown to be effective. We want to combine this additional provision with some aspiration interventions such as visits/visitors from Secondary, further, higher education students.</p> | <p>Extra teaching time and preparation time paid from PP budget</p> <p>Impact overseen by Lit/Maths leads<br/>TA CPD</p> <p>Engage with parents and pupils prior to intervention begins to address any concerns / questions</p> | <p>NG</p>  | <p>Half termly</p>                   |
|--|---|---|---|------------|--------------------------------------|
| <b>Total budgeted cost</b>   |   |   |   |            | <p>£65,217</p>                       |
| <p><b>iv. Other approaches</b></p>   |   |   |   |            |                                      |
| 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>Increased attendance at parent meetings and workshops designed to provide guidance on supporting learning</p>   | <p>Provide child care for parents wishing to access meetings- crèche provided.</p> <p>Refreshments made available for parents at KS1 KS2 meetings</p> <p>EYFS family fun events- resources purchased for creative activities</p>  | <p>Research shows that when parents become actively engaged in their child learning children make more progress. We want to guide parents on ways to help their child at home so that they can support and extend learning beyond school</p>  | <p>Records kept of parents attended.<br/>News letters indicate in advance when meetings are scheduled.</p>  | <p>NG</p>  | <p>Half termly</p>                   |
| <p>Increased emotional well-being for pupils eligible for PP</p>   | <p>Provide pastoral support for children who require social, emotional, behaviour guidance through nurture</p> <p>Provide support for families</p>  | <p>Social and emotional needs provide the lower levels of Maslow's Hierarchy of needs (Psychological needs). With these needs being met the self-actualisation and therefore learning needs can be addressed.</p>   | <p>Detailed records kept by Learning Mentor to evidence baseline and impact.</p>  | <p>NG</p>  | <p>Half termly</p>                   |



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|   | <p>Provide workshops, performance and subsidised visits to place of interest to engage and motivate pupils</p> <p>Learning mentor employed to offer interventions to groups and individuals to remove social and emotional barriers to learning<br/>Planned proactive pastoral support for vulnerable families:</p> <p>Focussed emotional and social support for pupil premium children <b>and</b> their families</p> <p>Parental support for learning signposting to support for Pupil Premium pupils</p> <p>Small nurture groups with an emphasis on learning through group cooperation and positive role modelling.</p> <p>1:1 feedback sessions</p> | <p>Research: Social and emotional learning SEL have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself SEL programmes appear to benefit disadvantaged or low attaining pupils more than other pupils</p> <p>Research – small group tuition Intensive tuition in small groups is very effective Pupils are grouped according to specific level or need Pupils’ needs are accurately assessed and targeted.</p> | <p>Weekly update meeting with Learning Mentor, SENCO and HT.</p> <p>Analysis of Leuven scales to show improvement in engagement and well-being as an indicator to show impact of pastoral work</p> <p>Feedback from teachers following support given to gage impact</p> <p>Parent questionnaire and feedback</p> <p>SST observe nurture group work to determine effectiveness for pupils</p> |           |                    |
| <p>Pupils access to resources to support learning outside of school is an issue and</p> | <p>Subsidised music lessons<br/>Activities, Trips and Visits</p>  | <p>Part of the inclusion package for pupil premium pupils so that they can join in with activities that their peers are experiencing and feel part of the community. To remove financial barriers so that</p>  | <p>All educational visits are subsidised for PP pupils. Extracurricular trips are subsidised on an individual basis according to an assessment of impact</p>   | <p>NG</p> | <p>Half termly</p> |





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| <p>therefore impacts on attainment and progress</p> | <p>MH: disability; Funding allocated to support access to trips and visits. Additional TA support.</p> <p>On-line resources accessible for pupils to use at home.</p> | <p>pupil premium students can take part in more activities and experiences that they might otherwise not be included in. Trips that are offered as part of the curriculum and are deemed essential for achievement are funded 100% for PP pupils.</p> |  |  |                 |
| <b>Total budgeted cost</b>                          |   |   |  |  | £58,264         |
|   |   |   |  |  | <b>£182,206</b> |

