

Lincoln Gardens Primary School: Pupil Premium Strategy Statement

1. Summary information					
School	Lincoln Gardens Primary School				
Academic Year	2017/18	Total PP budget	£169,840	Date of most recent PP Review	N/A
Total number of pupils (YrR-6 on roll)	445	Number of pupils eligible for PP	129 (funded) 128 (currently on roll) 28.7%	Date for next internal review of this strategy	Jan 18
Nursery on roll	32				

2. Attainment (2016/17)			
	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (school)</i>	<i>Pupils not eligible for PP (national average)</i>

% of children who achieved GLD (Good Level of Development)	75%			83%			
% passing Phonics screening in Year 1	92%			85%			84%
% achieving ARE in Reading	EYFS 75 %	KS1 86%	KS2 28%	EYFS 85 %	KS1 91%	KS2 55%	KS1 79 % KS2 77%
% achieving ARE in Writing	EYFS 75 %	KS1 79 %	KS2 52%	EYFS 85%	KS1 84 %	KS2 81%	KS1 72 % KS2 81%
% achieving ARE in Maths	EYFS 75 %	KS1 93 %	KS2 52%	EYFS 87 %	KS1 93 %	KS2 71%	KS1 79% KS2 80%
% achieved ARE Combined in Reading, Writing, Maths	KS1 79%	K2S 24 %		KS1 84%	KS2 45%		KS1 68% KS2 67 %

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
Barriers <i>(issues to be addressed)</i>	
A	Pupils use of extended vocabulary and comprehension skills are limited (as evidenced through work scrutiny, Reading test results particularly at end of Ks2 and pupil observations)
B	Year 6 Disadvantaged pupils are significantly below their peers and when compared against the outcomes for the national 'other' comparator group
C	There is a high number of children with limited emotional resilience, motivation and low self-esteem (more apparent in Key Stage 2)-this impacts on ability to rise to the challenge of more stretching academic activities and confidence in examination circumstances
D	Pupils have limited opportunities to access a broad range of experiences beyond the locality -this impacts on love of life and learning
E	There are low attendance levels for some pupils -this impacts on ability to access learning

F	For some pupils there is limited Parental engagement with school inhibits pupils from receiving support	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils vocabulary development and comprehension skills improve (as evidenced through question level analysis, tracked at data collections and measured at publication of results) To prevent the gap on entry between PP and their peers from widening in Reading	The gap between PP attainment in Reading at the end of the year compared to national average is narrowed (diminished)
B.	To improve outcomes at the end of Yr6 for disadvantaged children and in particular, at statutory assessment.	Outcomes for Yr 6 disadvantaged pupils narrowed compared to non PP in school and nationally
C.	PP Pupils show improved levels of emotional resilience, motivation and self-esteem and confidence in test/exam circumstances	Pupils observed show improved levels of motivation, engagement, self-esteem and well-being (based on teacher feedback and use of Leuven scales) Pupil questionnaire shows pupils to feel safe and happy. Lesson observations show resilient pupils who are willing to try and learn from mistakes
D.	PP Pupils have improved access to a range of experiences to support learning in order to improve their attainment and progress	Pupils have access to a wide range of resources, learning opportunities to support learning and this has an impact on progress and attainment
E.	Increase attendance rates for pupils eligible for pupil premium	Improve average attendance of pupil premium children so that it is in line with National PP attendance levels
F.	Parents of PP pupils participate fully in their child's education.	Parents actively engage with school. Increased attendance at parents meetings, workshops and events

5. Planned expenditure					
Academic year	2017/18				
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?
Pupils vocabulary development and comprehension skills improve (as evidenced through question level analysis, tracked at data collections and measured at publication of results)	Staff training/CPD on quality teaching of Vocabulary and Reading comprehension Resources purchased to support delivery of lessons including Phonics Bug	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	Internal CPD includes effective marking and feedback. Reading, writing and SPaG training provided internally and externally through networking with other schools including Henderson ave, St Andrews, Berkley.	NG	Half -Termly

<p>To prevent the gap on entry between PP and their peers from widening</p> <p>Ensure PP pupils who enter Year groups below their target make progress to increase attainment</p>	<p>club, Lexia, Espresso & Twinkle</p> <p>Continued delivery of interventions including Additional TA support in Year 6 classes every morning</p> <p>Training for all staff in giving feedback to move learning forward.</p> <p>SST planning support and guidance. Timetable organised for staff to plan together</p> <p>Purchase of resources including Yr 6 books, Test base materials, Rising stars, NFER</p> <p>Words count and Rising stars Reading projects accessed by pupils</p> <p>Reading mentors established Yr5 with Yr2</p> <p>Reading ambassadors (all staff to hear Yr6 pupils read)</p> <p>Out of school reading events accessed including Harry Potter Evening</p> <p>Reading consultant invited to train x3 reading subject partners (TAs)</p> <p>Purchase of new reading resources including high quality texts and comprehension materials</p>	<p>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.</p> <p>Feedback studies tend to show very high effects on learning. Feedback has effects on all</p> <p>Research widely suggests that the quality of teaching and learning has a positive impact on pupil outcomes.</p> <p>On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.</p>	<p>Training delivered by SENCO to support pupils and use of interventions</p> <p>RWI training to increase knowledge and skills of delivering phonics sessions.</p> <p>Words count and Rising stars data analysis of reading ages to determine progress from starting points.</p> <p>Use INSET days to deliver training to narrow gaps for vulnerable groups.</p> <p>Weekly staff meetings for TAs</p> <p>Peer observation of attendees' classes after the training, to embed learning.</p> <p>Subject leaders track data to ensure impact. SST monitor books and lessons regularly to ensure pupils make progress based on starting points</p>		
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	<p>x14 HAP pp pupils access the Crowle More able writers event.</p> <p>Yr 6 PP children to be given copies of KS2 revision guides to use at home</p> <p>Non – teaching deputy head teacher to spend 1/2 day per week to ensure funding is being used to its full potential. Alongside this research new strategies to ensure the school is up to date with current initiatives surrounding the improvement of education for disadvantaged pupils. Liaise with teachers/Senco and Inclusion within the classroom. Organise for staff to visit/observe high quality practice in other settings.</p>				
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<p>PP Pupils show improved levels of emotional resilience, motivation and self-esteem</p>	<p>Early Bird Club (from Spring Term)- Provided x2 days per week for pupils to have breakfast, read and complete homework. A range of games and activities also to be provided. X3 TAs and DHT to run this.</p> <p>Mindset workshop for Year 5 pupils focussed around emotional resilience (x1 day with Tim Hall (Be-Go training)</p> <p>Nurture team provide pastoral support for children who require social, emotional, behaviour guidance through daily nurture sessions</p> <p>Inclusion assistant employed to provide support for families vulnerable families</p> <p>Provide workshops, performance and subsidised visits to place of interest to engage and motivate pupils</p> <p>Inclusion assistant employed to offer interventions to groups and individuals to remove</p>	<p>Support for pupils to ease their transition into the school day, ensure punctual attendance and provide a nutritious breakfast alongside nurture care before school.</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>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>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/</p>	<p>Detailed records kept by Learning Mentor to evidence baseline and impact.</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 gauge impact</p> <p>Parent questionnaire and feedback</p> <p>SST observe nurture group work to determine effectiveness for pupils</p>	<p>NG</p>	<p>Half -Termly</p>
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	<p>social and emotional barriers to learning Planned proactive pastoral support for vulnerable families:</p> <p>Signposting 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 as part of the Disadvantaged first strategy</p> <p>CPD for staff will be provided and resources will be bought in to support children with their resilience.</p>	<p>EEF research suggests a gain of 4 months when emotional support is given to pupils.</p> <p>Feedback studies tend to show very high effects on learning. Feedback has effects on all</p>			
<p>PP Pupils have improved access to a range of experiences to support learning in order to improve their attainment and progress</p>	<p>Subsidised music lessons and Young Voices transport</p> <p>Activities, Trips and Visits subsidised to ensure pupils have access to a wide range of experiences</p> <p>Clubs offered at lunch time and after school to ensure enrichment.</p> <p>Funding allocated to support access to Words</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 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> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/homeworkprimary/</p>	<p>Assessment of impact of these visits on pupils level of engagement and on attainment and progress from given starting points</p> <p>Pupil voice and feedback</p>	<p>NG</p>	<p>Half -Termly</p>

	<p>count projects at Glandford Park. Yr 5/6 PP children to receive discount of trips and residentials.</p> <p>On-line resources accessible for pupils to use at home including Bug Club Home work materials provided. New homework structure to be implemented.</p>	<p>EEF research suggests a gain of 2 months when pupils are given homework.</p> <p>There is some evidence that when homework is used as a short and focused intervention it can be effective in improving students' attainment</p>	<p>SST to develop a new and engaging homework structure for the school. The outcomes of this will be monitored closely</p>		
Total budgeted cost					£78,202
ii. Targeted support					
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>Pupils vocabulary development and comprehension skills improve (as evidenced through question level analysis, tracked at data collections and measured at publication of results)</p> <p>To prevent the gap on entry between PP and their peers from widening Ensure PP pupils who enter Year groups below their target make progress to increase attainment</p>	<p>One –to- one and small group intervention provision delivered by TAs and teachers</p> <p>Staff to receive CPD on ways to deliver effective intervention led by SENCo and DHT AHT & Yr3 teacher to work with Yr6 pupils x1 morning to support PP children with English Staff to become support mentors to individual children within the classroom through Disadvantaged First strategy</p>	<p>Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress</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. Additional work by a teacher / TAs to work in class on interventions. https://educationendowmentfoundation.org.uk/re-sources/teaching-learning-toolkit/small-group-tuition/ EEF research suggests a gain of 4 months when pupils are involved in small group tuition. https://educationendowmentfoundation.org.uk/re-sources/teaching-learning-</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Monitor teaching to identify any issues in practise/provision.</p> <p>AHT to analyse in school data to determine the impact</p> <p>SST to monitor impact</p>	NG	Half -Termly

<p>PP Pupils show improved levels of emotional resilience, motivation and self-esteem</p>	<p>Weekly small group sessions with experienced TAs & teacher, in addition to standard lessons Resources used to support pupils purchased including books. Online resources including Espresso, education city Bug club Inclusion Assistant to spend specific time with PP children who require emotional support through Nurture</p> <p>Inclusion assistant to purchase resources and have funds to support parental engagement activities. DHT to spend 1/2 day per week to co-ordinate support for PP children who are showing attributes that are not conducive to high quality learning.</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>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-andemotional-learning/</p> <p>EEF research suggests a gain of 4 months when emotional support is given to pupils</p>	<p>Extra teaching time and preparation time paid from PP budget</p> <p>Impact overseen by Lit/Maths leads 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>
Total budgeted cost					<p>£73,105</p>
<p>iv. Other approaches</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>
<p>Increase attendance rates for pupils eligible for pupil premium</p>	<p>Ensure all pupils are able to eat a healthy breakfast/snack prior to starting the school day-</p>	<p>Dr Kevan Collins, Chief Executive of the Education Endowment Foundation, said: “Having a good breakfast is something which many of us take for granted as a good start to the day, and has been shown to</p>	<p>Overview of provision and record impact with attendance leader</p>	<p>NG</p>	<p>Half -Termly</p>

	<p>Early Bird Club (spring term) Computers / ipads available for children to access during the morning and lunchtimes.</p> <p>Attendance lead to work with parents on an individual basis to raise awareness of the benefits of good levels of attendance and reward children for good attendance. Parents forum meetings timetabled for parents to feedback to school. House treats and events organised to encourage children to attend school</p>	<p>make a real difference to pupils' concentration.”</p>	<p>Parents voice and feedback to be requested</p> <p>Record of session drop-ins and feedback given to teachers.</p>		
<p>Parents of PP pupils participate fully in their child's education.</p>	<p>Provide child care for parents wishing to access meetings- crèche provided and staffed by EYPS</p> <p>Refreshments made available for parents at KS1 KS2 meetings</p> <p>Family fun events- resources purchased for creative activities Termly Open afternoons and coffee mornings</p> <p>Celebration events Workshops for parents on guidance of how to</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. News letters indicate in advance when meetings are scheduled.</p>	<p>NG</p>	<p>Half -Termly</p>

	support pupils in Reading, Maths, Phonics				
Total budgeted cost					£18,020
Total pupil premium expenditure					£169,327

