

# Lincoln Gardens Primary School: Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	Lincoln Gardens Primary School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£168,820	<b>Date of most recent PP Review</b>	Sept '18
<b>Total number of pupils (YrR-6)</b>	444	<b>Number of pupils eligible for PP</b>	130 (on roll) 131 (funded)	<b>Date for next internal review of this strategy</b>	July 19

2. Attainment (2017/18) (Based on validated data)				
	<i>Disadvantaged pupils (school)</i>	<i>Non- Disadvantaged (school)</i>	<i>DV National</i>	<i>Non-DV National</i>
% of children who achieved GLD (Good Level of Development)	82%	84%	57%	74%
% passing Phonics screening in Year 1	70%	88%	72%	85%
% achieving ARE in Reading	EYFS 91 % KS1 64 % KS2 65 %	EYFS 86% KS1 84 % KS2 74 %	EYFS 63% KS1 63% KS2 64%	EYFS 76% KS1 79% KS2 80%
% achieving ARE in Writing	EYFS 82% KS1 57% KS2 65%	EYFS 86% KS1 76% KS2 76%	EYFS 59% KS1 55% KS2 67%	EYFS 76% KS1 74% KS2 83%
% achieving ARE in Maths	EYFS 91% KS1 71% KS2 60%	EYFS 88 % KS1 84 % KS2 74%	EYFS 67% Ks1 63% KS2 64%	EYFS 82% Ks1 80% KS2 81%
% achieved ARE Combined in Reading, Writing, Maths	KS1 57% K2S 45%	KS1 76 % KS2 66%	KS1 50% KS2 51%	KS1 69% KS2 70%

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>In school barriers</b> <i>(issues to be addressed)</i>		
<b>A</b>	The gap between Disadvantaged pupils and Non- Disadvantaged at the end of Key stage 1 and Key stage 2	
<b>B</b>	Too few Disadvantaged pupils achieve Greater Depth Standard at the end of Key stage 1 and 2 in Reading Writing, Maths and RWM	
<b>C</b>	There is a high number of children with limited emotional resilience, motivation and low self-esteem (more apparent in Key Stage 2)-this impacts upon ability to rise to the challenge of more stretching academic activities and confidence in examination circumstances	
<b>External barriers</b> <i>(issues to be addressed)</i>		
<b>D</b>	Pupils have limited opportunities to access a broad experience of different activities -this impacts on love of life and learning	
<b>E</b>	There are low attendance levels for some pupils -this impacts on ability to access learning	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A</b>	Increase the number of Disadvantaged pupils achieving Expected Levels at the end of Key stage 1 and Key stage 2 in Reading Writing Maths and Combined. Prevent the gap between DV and Non DV from widening	The gap between Disadvantaged pupils outcomes at the end of Yr 2 and YR 6 compared to Non-Disadvantaged is diminished
<b>B</b>	Increase the number of Disadvantaged pupils achieving Greater Depth Standard at the end of Key Stage 1 and 2 in Reading, Writing, Maths and Combined	The proportion of Year 2 and Year 6 Disadvantaged pupils achieving GDS increases
<b>C</b>	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
<b>D</b>	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 and opportunities to support learning and this has an impact on progress and attainment
<b>E</b>	Increase attendance rates for Disadvantaged pupils	Improve average attendance of Disadvantaged pupils so that it is in line with National PP attendance levels

5. Planned expenditure					
Academic year	2018/19				
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?
<p>Increase the number of DV pupils achieving expected levels at the end of Key stage 1 and Key stage 2 in Reading Writing and Maths combined.</p> <p><u>End of Yr DV Targets (ARE) %</u></p> <p><u>Yr 2</u></p> <p>R- 70 W-70 M-70</p> <p><u>Yr 6</u></p> <p>R- 70-93 W- 70-96 M- 78-96</p> <p>Prevent the gap between DV and Non DV from widening</p>	<p>Staff training/CPD on quality teaching of Reading, Writing and Maths</p> <p>Resources purchased to support delivery of lessons including phonics bug club, Lexia, Espresso, Twinkle, Hamilton trust, Big Maths, Maths Make sense, TT Rockstars</p> <p>Continued delivery of interventions including additional TA support in Year 6 classes</p> <p>Training for all staff in giving feedback to move learning forward.</p> <p>SST planning support and guidance.</p> <p>Timetable organised for staff to plan together</p> <p>Purchase of resources including Yr 6 books, Test base materials, Rising stars, NFER Maths –CPD scheduled Half termly and specialists lead training for staff</p> <p>Words count and Rising stars Reading projects accessed by pupils</p> <p>Reading mentors established</p> <p>Reading ambassadors</p> <p>Out of school reading events accessed</p> <p>Reading consultant invited to train x3 reading subject partners</p> <p>Purchase of new reading resources including high quality texts and comprehension materials including Yr6 collective reading text)</p> <p>Pupils to be given copies of KS2 revision guide to use at home</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.</p> <p>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.</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>Book scrutiny and lesson observations show effective marking and feedback. Teacher share good practise following Reading, writing and Maths training provided internally and externally through networking with other schools including Henderson ave, St Andrews, Berkley.</p> <p>Training delivered by SENCo ensures support of pupils and effective use of interventions with impact upon outcomes</p> <p>RWI training increases knowledge and skills of delivering phonics sessions.</p> <p>INSET day and CPD focussed on Maths- problem solving and reasoning and impact shown in lesson observations and pupil outcomes</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 narrows gaps for vulnerable groups.</p> <p>Weekly staff meetings for TAs will upskill staff and develop subject knowledge</p> <p>Peer observation of attendees' classes after the training will embed learning. Subject leaders track data to ensure impact. SST monitor books and lessons regularly to ensure pupils make progress based on starting points</p>	NG	Half - Termly

	<p>Non – teaching deputy head teacher to spend 1 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>				
<p>Increase the number of Disadvantaged pupils achieving Greater Depth Standard at the end of Key Stage 1 and 2 in Reading, writing, Maths and combined</p> <p><u>End of Yr DV Targets (GDS) %</u></p> <p><u>Yr 2</u> R- 10-20 W-0-10 M- 20</p> <p><u>Yr 6</u> R- 9-33 W- 7-22 M- 15-30</p>	<p>Designated more able leader to work alongside PP leader to lead CPD around provision for more able scheduled half termly</p> <p>High quality support in class to enhance quality first teaching across the school. High expectations for all disadvantaged pupils including the most able. Strategies being implemented include; collaboration, peer tutoring, pre teaching and overlearning and personalised learning.</p> <p>Staff CPD on high quality feedback. Most able pupils targeted to extend learning.</p> <p>More able class plans devised.</p> <p>SDP outlines whole class strategies to raise standards for More able</p> <p>Author visits planned</p> <p>Challenge materials purchased</p> <p>Library visit</p> <p>New challenging texts to engage pupils</p> <p>Workshops delivered to parents</p> <p>Training from More able leader on challenge for all- Invest in targeted interventions to extend more able</p> <p>Pupils given additional challenge tasks during lesson time and further curriculum enrichment opportunities built into planning</p> <p>PP leader to ensure provision is in place and pupils progress in lessons</p>	<p>Evidence has shown that pupil progress can be increased when groups are based on learners needs and are flexible. Teachers and TAs working collaboratively in joint planning, teaching and assessment. (EEF) High quality feedback is an effective way to improve attainment (EEF Toolkit) The school data shows that we need to increase the number of more able PP pupils reaching a higher standard. (Nationally PP do less well at the higher levels)</p> <p>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</p>	<p>Leadership team to drive school improvement. Sharing expertise to develop quality first teaching across the school with emphasis on; ‘Closing the Gap’ -Monitoring / lesson observations. -Work book scrutiny. (focus on effective feedback and marking for progress) -Pupil Progress meetings. -Pupil Provision meetings. -Peer coaching programme; teachers and TAs. -Quality staff INSET - Closely tracking the progress of More able disadvantaged pupils and evaluating the impact of all provision.</p> <p>More able progress reports. - records - Books and lesson observations</p> <p>Reporting to Governors</p>	NG	Half - Termly

<p>PP Pupils show improved levels of emotional resilience, motivation and self-esteem and confidence in test/exam circumstances</p>	<p>Provide pastoral support for children who require social, emotional, behaviour guidance through Nurture and class based support Disadvantaged First plans to be based around individual needs</p> <p>Provide support for families through Early help meetings</p> <p>Provide workshops, performance and subsidised visits to place of interest to engage and motivate pupils</p> <p>Mind-set workshops for all KS 2 pupils</p> <p>Mind-set CPD led by Tim Hall and followed up by Mental health and well-being champions</p> <p>Inclusion assistant employed to offer interventions to groups and individuals to remove social and emotional barriers to learning Mental health and well-being champions have designated time to support pupils requiring support</p> <p>Planned proactive pastoral support for vulnerable families:</p> <p>Focussed emotional and social support for pupils during break times</p> <p>Parental support for learning through workshops and wow events</p> <p>Signposting to support with external agencies</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><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/</a></p> <p>EEF research suggests a gain of 4 months when emotional support is given to pupils.</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>Small nurture groups with an emphasis on learning through group cooperation and positive role modelling.</p> <p>1:1 feedback sessions in lesson time Use of Dojo and rewards to increase self-esteem</p> <p>CPD for staff will be provided and resources will be bought in to support children with their resilience.</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</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 opportunities.</p> <p>Funding allocated to support access to trips and visits. PP children to receive discount of trips and residential.</p> <p>On-line resources accessible for pupils to use at home including Bug Club</p> <p>Home work materials provided for pupils Homework club</p> <p>Parents into school afternoons WOW events</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>. <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/homeworkprimary/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/homeworkprimary/</a></p> <p>EEF research suggests a gain of 2 months when pupils are given homework.</p>	<p>Assessment of impact of these visits on pupils level of engagement and on attainment and progress from given starting points</p> <p>Quality assurance calendar</p> <p>Pupil voice and feedback</p> <p>SST to develop a new and engaging homework structure for the school. The outcomes of this will be monitored closely</p>		
<b>Total estimated cost</b>					<b>£108,500</b>

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>Increase the number of DV pupils achieving expected levels at the end of Key stage 1 and Key stage 2 in Reading Writing, Maths and combined. Prevent the gap between DV and Non DV from widening</p> <p><u>End of Yr DV Targets (ARE)%</u></p> <p><u>Yr 2</u> R- 70 W-70 M-70</p> <p><u>Yr 6</u> R- 70-93 W- 70-96 M- 78-96</p>	<p>One –to- one and small group intervention provision delivered by TAs and Teacher</p> <p>Staff to receive CPD around subject knowledge and effective lesson delivery through Quality first teaching</p> <p>AHT/ Yr 5 teacher to work with Yr6 pupils x1 morning to support DV children in Yr 6</p> <p>Staff to become mentors to individual children – training provided</p> <p>Bespoke plans in place</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.</p> <p>Additional work by a teacher / TAs to work in class on interventions.</p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/</a></p> <p>EEF research suggests a gain of 4 months when pupils are involved in small group tuition.</p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/mentoring/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/mentoring/</a></p> <p>EEF research suggests a gain of 1 months when pupils are involved in mentoring.</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>Increase the number of Disadvantaged pupils achieving Greater Depth Standard at the end of Key Stage 1 and 2</p> <p><u>End of Yr DV Targets (GDS) %</u></p> <p><u>Yr 2</u> R- 10-20 W-0-10 M- 20</p> <p><u>Yr 6</u> R- 9-33 W- 7-22 M- 15-30</p>	<p>Additional provision to include individual and small group interventions to raise standards in the Reading, Writing and Maths for More able; Higher order reading skills development programme. Using and applying Maths tasks for more able devised by Maths leader</p> <p>Lit and Maths leaders to observe the delivery of interventions and feedback to staff.</p> <p>Additional resources purchased where needed</p> <p>Time allocated for additional feedback</p> <p>Provide additional teaching provision for More able children</p> <p>Additional teaching assistant interventions and one to one support to challenge and extend in reading writing and mathematics.</p> <p>More able club for pupils to access</p> <p>Home work –bespoke</p> <p>Crowle More able events accessed</p>	<p>Some pupils need additional targeted support to diminish differences and to have individual support matched to their needs. EEF recognises that small groups increase the opportunity for detailed feedback to be given to children on a regular basis allowing for faster progress. Additional teaching and learning opportunities from teachers and teaching assistant’s demonstrate moderate impact, particularly if planned to complement quality first teaching and when a structured, time-limited programme is used.</p>	<p>-Pupil Progress Meetings. Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. -Intervention Progress data analysis. - Peer coaching programme;.-Quality staff INSET -Class Teachers monitoring the implementation of interventions.</p> <p>Provision will be mapped termly on a costed provision map. There will be assessment both before and following all 10 week interventions.</p> <p>Pupil attainment and progress will be monitored termly at pupil progress meetings.</p>	<p>NG</p>	<p>Half -Termly</p>
<p>PP Pupils show improved levels of emotional resilience, motivation and self-esteem</p>	<p>Weekly small group sessions with experienced TAs &amp; teacher, in addition to standard lessons</p> <p>Resources used to support pupils purchased including books.</p> <p>Online resources including Espresso, education city</p> <p>Bug club</p> <p>Inclusion Assistant to spend specific time with PP children who require emotional support.</p> <p>Inclusion assistant to purchase resources and have funds to support parental engagement activities.</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><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-andemotional-learning/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-andemotional-learning/</a></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>



	<p>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>Behaviour lead to provide further support to pupils</p> <p>Rewards including treats, certificates</p> <p>.</p>				
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				<b>Total estimated cost</b>	<b>£56,200</b>
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iii Other Approaches					
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?
Increase attendance rates for Disadvantaged pupils (particularly Persistent absentees)	<p>To monitor attendance and punctuality; - Daily monitoring and contacting of parents where PP pupils are identified as having attendance issues.</p> <p>-Share Attendance Policy and procedures and its importance with all parents. (Induction, letters, texts)</p> <p>Ensure all pupils enter the classroom are greeted by TA/Teacher</p> <p>Computers / ipads available for children to access during the morning and lunchtimes.</p> <p>Work with parents to raise awareness of the benefits of good levels of attendance and reward children for good attendance.</p> <p>House treats and events organised to encourage children to attend school</p> <p>Attendance lead to meet with parents</p> <p>Attendance flyer produced</p> <p>Letters sent to individual parents from HT praising attendance</p> <p>Coffee mornings planned half termly</p>	<p>It has been shown that being regularly late for school or poor attendance has an effect on overall performance and access to the curriculum. NFER Briefing for school leaders identifies targeting families and promoting the importance of good attendance is essential to improving outcomes. Daily attendance monitoring. Attendance monitoring meetings. (Tracking attendance data) Staff collaboration will ensure new initiatives and standard school processes impacting positively on attendance rates. Governors to have termly updates to ensure clear GF / CM / LS -Promote good attendance; incentives and rewards. Attendance Matters document – absence increases the chance of pupils falling behind in their learning and progress made</p>	<p>Overview of provision and record impact with attendance leader</p> <p>Parents voice and feedback to be requested</p> <p>Record of session drop-ins and feedback given to teachers.</p>	NG	Half -Termly
<b>Total estimated cost</b>					£5,000

Total PPG estimated expenditure: £169,700

