

Lincoln Gardens Primary School: Pupil Premium Strategy Statement

1. Summary information					
School	Lincoln Gardens Primary School				
Academic Year	2019/20	Total PP budget	£169,520.00	Date of most recent PP Review	Sept '19
Total number of pupils (YrR-6)	440	Number of pupils eligible for PP	116: 26% (on roll) 130 (funded)	Date for next internal review of this strategy	July '20

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)	33%	78%	57%	75%
% passing Phonics screening in Year 1	57%	83%	71%	84%
% achieving ARE in Reading	EYFS 33 % KS1 56 % KS2 44 %	EYFS 78% KS1 80 % KS2 70 %	EYFS 62% KS1 62% KS2 62%	EYFS 80% KS1 78% KS2 78%
% achieving ARE in Writing	EYFS 33% KS1 44% KS2 70%	EYFS 78% KS1 78% KS2 73%	EYFS 58% KS1 55% KS2 68%	EYFS 77% KS1 73% KS2 83%
% achieving ARE in Maths	EYFS 33% KS1 44% KS2 74%	EYFS 80 % KS1 78 % KS2 61%	EYFS 66% KS1 62% KS2 67%	EYFS 82% KS1 79% KS2 84%
% achieved ARE Combined in Reading, Writing, Maths	KS1 33% KS2 44%	KS1 67 % KS2 58%	KS1 50% KS2 51%	KS1 69% KS2 77%

3. Barriers to future attainment (for pupils eligible for PP)		
In school barriers <i>(issues to be addressed)</i>		
A	The gap between Disadvantaged pupils and Non- Disadvantaged at the end of Key Stage 1 and (Key Stage 2 continue to improve)	
B	Too few Disadvantaged children achieve ARE in Reading across school	
C	There is a high number of children with limited emotional resilience, motivation and low self-esteem this impacts upon ability to rise to the challenge of more stretching academic activities	
External barriers <i>(issues to be addressed)</i>		
D	Pupils have limited opportunities to access a broad experience of different activities -this impacts on love of life and learning	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	To ensure that, at a minimum, the lower target for DV pupils is met for Reading, Writing, Maths and combined at the end of Ks1 and Ks2	The minimum lower target for DV pupils is met for Reading, Writing, Maths and combined at the end of Ks1 and Ks2
B	To ensure that at a minimum the lower target for DV pupils is met for Reading across all year groups	The minimum lower target for DV pupils is met for Reading across all year groups
C	DV pupils show improved levels of emotional resilience, motivation and self-esteem and confidence	Pupils observed show improved levels of motivation, engagement, self-esteem and well-being (based on teacher feedback and use of Leuven scales baseline and end of year) Pupil questionnaire shows pupils to feel safe and happy. Lesson observations show resilient pupils who are willing to try and learn from mistakes
D	DV pupils have access to a range of experiences within the curriculum and beyond to effectively support their learning potential	Pupils have access to a wide range of resources and opportunities to support learning and this has an impact on learning potential

5. Planned expenditure					
Academic year	2019/20				
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>To ensure that, at a minimum, the lower target for DV pupils is met for ARE in Reading, Writing, Maths and combined at the end of Ks1 and Ks2</p> <p>Targets summer 2019</p> <p>Year 2 R 63% W 63% M 75% Combined 56%</p> <p>Year 6 R 71% W 68% M 68% Combined 65%</p>	<p>Staff training/CPD designed and delivered by Reading, Writing and Maths leaders on quality first teaching. Further coaching and mentoring of staff around meeting needs of DV pupils</p> <p>DV 1st plans to be completed and quality assured by PP leader. Half termly quality assurance to show impact and feedback to staff</p> <p>Pupil progress meetings led by HT and core subject leaders attended by all relevant year group staff to focus on progress and needs of DV pupils. Provision mapping in place and quality assured by SENco</p> <p>Resources purchased to support delivery of quality lessons including Spelling shed, Lexia, Twinkl, Hamilton trust, Big Maths, Maths Make sense, TT Rockstars</p> <p>Delivery of planned /bespoke intervention for individuals and groups and led by teachers and TAs. Training provided by SENco on effective delivery. CPD for all staff in giving feedback to move learning forward. SST / Phase group planning support and guidance. Timetable organised for yr group staff to plan together Purchase of quality resources including Yr 6 books, Test base materials, Rising stars, NFER</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 St P st Pauls, Oasis Henderson ave</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. 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. Use INSET days to deliver training narrows gaps for vulnerable groups. 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>Maths –CPD scheduled Half termly and specialists lead training for staff Core subject leaders to visit other settings to observe best practise Words count and Rising stars Reading projects accessed by DV pupils Reading mentors established Yr 5 to support Yr2- training provided Reading ambassadors allocated and trained by Sarah Tipler Reading consultant invited to train x2 reading subject partners Purchase of new reading texts for each class including high quality texts and comprehension materials</p> <p>Pupils to be given copies of KS2 revision guide to use at home</p> <p>Non – teaching deputy head teacher to spend 1 day per week to ensure funding is being used to its full potential. Alongside this to 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.</p> <p>Crowle events attended by DV pupils for improving writing</p>				
<p>To ensure that, at a minimum, the lower target for DV pupils is met for ARE in Reading across all year groups</p> <p>Targets summer 2019 Yr R 75% Yr 1 40%</p>	<p>Reading leader /PP leader to lead CPD around high quality reading provision-scheduled half termly. Meeting needs of DV. High quality support in class to enhance quality first teaching across the school. Strategies being implemented include; collaboration, peer tutoring, pre teaching and overlearning and personalised learning. Staff CPD on comprehension and higher order reading skills. Booklet provided.</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.</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</p>	<p>NG</p>	<p>Half -Termly</p>

<p>Yr2 63%</p> <p>Yr3 67%</p> <p>Yr4 55%</p> <p>Yr5 71%</p> <p>Yr 6 71%</p>	<p>Reading class plans devised alongside reading lead and progress monitored.</p> <p>SDP outlines whole class strategies to raise standards in Reading.</p> <p>Author visits and workshops planned throughout the year</p> <p>Reading events include:</p> <p>Harry Potter</p> <p>Ks 1 reading event</p> <p>Roahl Dahl day</p> <p>World Book day</p> <p>Parents invited to attend reading workshop in classrooms to observe reading</p> <p>Challenge materials purchased- achieve 100</p> <p>Library visit scheduled for all summer 2</p> <p>New challenging texts to engage pupils for each class</p> <p>School library equipped with new books (particularly to engage boys)</p> <p>Workshops delivered to parents- Sarah Tipler</p> <p>Training from Reading and more able leader on challenge for all- Invest in targeted interventions to narrow gaps. SENco to over see impact of Reading interventions delivered by teachers and TAs.</p> <p>Pupils given additional challenge tasks during lesson time and further curriculum enrichment opportunities linked to reading built into planning</p> <p>PP leader to ensure provision is in place and pupils progress in lessons</p> <p>Reading challenge – weekly prize draw</p>	<p>(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>meetings. -Peer coaching programme; teachers and TAs.</p> <p>-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>		
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<p>PP Pupils show improved levels of emotional resilience, motivation and self-esteem and confidence</p> <p>Use of Leuven scales to be used as an indicator – when comparing baseline to end of year</p>	<p>Provide pastoral support for children who require social, emotional, behaviour guidance through 1-1/group Nurture and class based support Disadvantaged First plans to be based around individual needs</p> <p>Provide support for families through Early help meetings- led and supported by PP lead/Senco/Inclusion assistant</p> <p>Provide workshops to pupils to around learning behaviours. Subsidised visits to place of interest to engage and motivate pupil</p> <p>Mind-set workshops delivered for all KS2 pupils</p> <p>Mind-set CPD led by MHWB leader 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 and lunch times</p> <p>Parental support for learning through workshops and wow events</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>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 gage 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>Signposting to support with external agencies</p> <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 a variety of 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>MHWPB hub equipped with resources to support vulnerable pupils and pupils requiring additional support.</p> <p>School Garden used led by Gardner to support work on mindfulness</p> <p>Breakfast club funded for pupils in need</p>				
<p>PP Pupils have access to a range of experiences within the curriculum and beyond to effectively support their learning potential</p>	<p>Subsidised music lessons</p> <p>Activities, Trips and Visits subsidised to ensure pupils have access to a wide range of experiences. Funding allocated to support access to trips and visits. PP children to receive discount of trips and residential.</p> <p>Clubs offered at lunch time and after school to ensure quality enrichment opportunities in place.</p> <p>On-line resources accessible for pupils to use at home including Spelling shed, TT rock stars</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>Quality assurance calendar</p> <p>Pupil voice and feedback</p>	<p>NG</p>	<p>Half -Termly</p>

	Home work materials provided for DV pupils Homework club led by teachers at lunch time Parents into school afternoons WOW events planned for half termly	EEF research suggests a gain of 2 months when pupils are given homework.	SST to develop a new and engaging homework structure for the school. The outcomes of this will be monitored closely		
Total estimated cost					£108,500
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>To ensure that at a minimum the lower target for DV pupils is met for Reading, Writing, Maths and combined at the end of Ks1 and Ks2</p> <p>Targets summer 2019</p> <p>Year 2 R 63% W 63% M 75% Combined 56%</p> <p>Year 6 R 71% W 68% M 68% Combined 65%</p>	<p>One –to- one and small group intervention provision delivered by TAs and Teacher. Overseen by PP leader/SEnco</p> <p>Staff to receive CPD around subject knowledge and effective lesson delivery through Quality first teaching</p> <p>HT /PP lead teacher to work with Yr6 pupils x1 morning a week to support DV children in Yr 6 in maths and reading</p> <p>Staff to become mentors/coach to individual children – training provided</p> <p>Bespoke plans in place for pupils. Additional resources purchased to support teaching and learning</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. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/</p> <p>EEF research suggests a gain of 4 months when pupils are involved in small group tuition.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/mentoring/</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>To ensure that at a minimum the lower target for DV pupils is met for Reading across all year groups</p> <p>Targets summer 2019 Yr R 75% Yr 1 40% Yr2 63% Yr3 67% Yr4 55% Yr5 71% Yr 6 71%</p>	<p>Additional targeted/bespoke provision to include individual and small group interventions to raise standards in the Reading; Higher order reading skills development programme used and overseen by Reading lead /SENco.</p> <p>Reading leader to observe the delivery of interventions and feedback to staff. Additional resources purchased where needed (bespoke around needs of individuals) Time allocated for additional feedback to pupils</p> <p>Provide additional teaching provision for targeted DV children not on track to achieve ARE Reading lead to spend x1 day per week focussing of reading support for pupils</p> <p>More able club for pupils to access reading challenge tasks 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 and confidence</p> <p>Use of Leuven scales to be used as an indicator – when comparing baseline to end of year</p>	<p>Weekly small group sessions with experienced TAs & teacher, in addition to standard lessons around emotional resilience MHWB plan in place- Part of SDP</p> <p>Resources used to support specific pupils purchased including books and sensory equipment Online resources used to engage pupils and give sense of success</p> <p>Celebration assembly and events planned throughout the year. Rewards including treats, certificates</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/re sources/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>

	<p>Inclusion Assistant to spend specific time with DV pupils who require emotional support.</p> <p>Inclusion assistant to purchase resources and have funds to support parental engagement activities.</p> <p>DHT to spend 1/2 day per week to coordinate and provide support for DV children who are showing attributes that are not conducive to high quality learning</p> <p>Behaviour lead to provide further support to pupils through lunch time club</p> <p>Pupils to be given copies of KS2 revision guide to use at home</p> <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>				
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	<p>Total estimated cost £61,200</p>
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Total PPG estimated expenditure: £169,700

