

## Lincoln Gardens Primary School: Pupil Premium Review 2019/2020



### Outline of strategy

For the financial year 2019/20 we received funding for 130 pupils which equated to £169,520. This funding was used to benefit pupils on free school meals, looked after children and service children.

The spending of pupil premium funding for 2019/20 was decided by data (see table below); external research such as the DfE study into effective use of Pupil Premium funding; the experience of staff as to what has worked well previously with disadvantaged pupils and also collaborations with other schools in order to ascertain where they have found success with the funding.

<b>1. Attainment (2018/19) (Based on validated data)</b>				
	<i>Disadvantaged pupils (school)</i>	<i>Non- Disadvantaged (school)</i>	<i>DV National (2019)</i>	<i>Non-DV National (2019)</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%
% achieving ARE in Reading, writing and maths combined	KS1: 33% KS2: 44%	KS1: 67% KS2: 58%	KS1: 50% KS2: 51%	KS1: 69% KS2: 77%

<b>In school barriers (issues to be addressed)</b>	
<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

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<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	
<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>2. 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	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	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	Improved average attendance of Disadvantaged pupils so that it is inline with National PP attendance levels

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## Outcomes and Impact of PP spending

Due to Covid, the school closed in March 2020. The results are based on projected teacher assessment using prior test scores and current class attainment. During Ofsted visits to around 900 education settings in the Autumn term, it was found that some children have lost basic skills and learning as a result of school closures and the implemented protective measures which affected the operational functioning of the school. It was found that some have coped well in the face of restrictions, while others have been particularly hard hit largely because of the interplay between their circumstances and the impact of the pandemic. Disadvantaged pupils have missed a term and half and this time away from the school setting has been detrimental to their progress. Even when they are in school full time (uninterrupted education), there are gaps based on their vulnerabilities compared to their non DV peers and this time away due to Covid 19 has further impacted this issue. With that in mind, the level of accuracy of the end of year data has been challenging as it has been heavily based on their current attainment and trajectory from that. Despite our best efforts, the potential acceleration of progress, based on our targets, can't be fully accounted for due to the circumstances surrounding the school closure.

<b>1. Attainment (2019/20) (Based on unvalidated Teacher Assessment data)</b>				
	<i>Disadvantaged pupils (school) Teacher Assessment</i>	<i>Non- Disadvantaged (school) Teacher Assessment</i>	<i>DV National (2019) In the absence of 2020 data</i>	<i>Non-DV National (2019) In the absence of 2020 data</i>
<b>% of children who achieved GLD (Good Level of Development)</b>	75%	74%	57%	75%
<b>% passing Phonics screening in Year 1</b>	30%	67%	71%	84%
<b>% achieving ARE in Reading</b>	KS1: 56% KS2: 74%	KS1: 83% KS2: 78%	KS1: 62% KS2: 62%	KS1: 78% KS2: 78%
<b>% achieving ARE in Writing</b>	KS1: 50% KS2: 77%	KS1: 79% KS2: 80%	KS1: 55% KS2: 68%	KS1: 73% KS2: 83%
<b>% achieving ARE in Maths</b>	KS1: 56% KS2: 65%	KS1: 76% KS2: 80%	KS1: 62% KS2: 67%	KS1: 79% KS2: 84%
<b>% achieving ARE in Reading, writing and maths combined</b>	KS1: 38% KS2: 58%	KS1: 71% KS2: 75%	KS1: 50% KS2: 51%	KS1: 69% KS2: 77%

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## 1. Quality of Teaching

Desired Outcomes	Actions	RAG	Impact
<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 Targets summer 2019 Year 2 R 63% W 63% M 75% Combined 56%</p> <p>Year 6 R 71% W 68% M 68% Combined 65%</p>	Staff training/CPD designed and delivered by Reading, Writing and Maths leaders on quality first teaching.	Green	<p>Quality First Teaching has the largest impact on children's outcomes as identified in EEF Guidance Report April 2018. There has been a real focus on staff CPD (meetings and training days) to enhance QFT. Quality Assurance activities have been used to target bespoke staff development. From the rigorous and robust quality assurance cycle through termly lesson observations and half termly book scrutinies. 75% (15) of the teaching in the school was judged as good or better.</p> <p>Pupil premium pupils are identified within pupil progress meetings and discussed as a specific group needs are identified, and ways forward are addressed. Subject leaders discuss closely with teachers, pupils who are targeted for achieving ARE/GDS and progress is monitored by PP lead/SST. The discussions and actions from the pupil progress meetings feed into the bespoke DV 1<sup>st</sup> class plans.</p> <p>Work scrutinies show that PP pupils perform in line with non-pupil premium pupils through lesson observations, there have been no distinguishing differences amongst pupils</p> <p>Pupil progress meetings have provided opportunity for teachers to identify the needs of pupils and through discussions with SST, PP lead and SENCO this has been identified on provision mapping and DV 1st plans</p> <p>In year 6, the end of year results were broadly in line with the end of year targets in maths as there</p>
	Further coaching and mentoring of staff around meeting needs of DV pupils	Yellow	
	DV 1st plans to be completed and quality assured by PP leader.	Yellow	
	Half termly quality assurance to show impact and feedback to staff.	Yellow	
	Provision mapping in place and quality assured by SENco	Yellow	
	Resources purchased to support delivery of quality lessons including Spelling shed, Lexia, Twinkl, Hamilton trust, Big Maths, Maths Make sense, TT Rockstars	Green	
	Delivery of planned /bespoke intervention for individuals and groups and led by teachers and TAs	Yellow	
	Training provided by SENco on effective delivery.	Yellow	
	CPD for all staff in giving feedback to move learning forward	Green	
	Timetable organised for yr group staff to plan together	Green	
	Purchase of quality resources including Yr 6 books, Test base materials, Rising stars, NFER	Green	
	Maths –CPD scheduled Half termly and specialists lead training for staff	Green	
	Core subject leaders to visit other settings to observe best practise	Green	
	Words count and Rising stars Reading projects accessed by DV pupils	Green	
	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	Red	
Purchase of new reading texts for each class including high quality texts and comprehension materials	Green		

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	Pupils to be given copies of KS2 revision guide to use at home		was only a 3% difference. In writing the gap was slightly larger by 7% and it was this that made the combined have a difference of 7%. However in reading, the target of 71% was exceeded by 3%.
	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.		
	Crowle events attended by DV pupils for improving writing		During the middle of March 2020, a raising attainment plan was devised for the year 2 children. The aim of the plan was to provide strategies and support for how to answer test style questions and apply their understanding. Up until this point, the children were displaying good understanding on a day to day basis in class but were unable to apply this consistently to the tests. Due to the timing of the school closure, the children didn't get an opportunity to experience the plan and the end of year results followed the spring term trajectory. With this being the case, the DV children fell short of their target by 9% in reading, 13% in writing, 19% in maths.
<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</p> <p>Yr R 75%</p> <p>Yr 1 40%</p> <p>Yr2 63%</p> <p>Yr3 67%</p> <p>Yr4 55%</p> <p>Yr5 71%</p> <p>Yr 6 71%</p>	Reading leader /PP leader to lead CPD around high quality reading provision scheduled half termly.		<p>Reading was a priority on the school development plan for all children including disadvantaged pupils. Many initiatives were rolled out in the autumn term and they were not full embedded to have the desired impact before the school closure in March.</p> <p>The staff cpd has been well received by all staff. There has been training around reading strategies which included a speed reading focus. This has major impact on the year 6 results as reading stamina was an identified area of improvement.</p> <p>The School Improvement Officer was due to conduct a year 2 review in the spring term which would have provided valuable strategies to further develop reading. An intensive reading deep dive took place, at schools request, by a trained ofsted inspector within the authority. However the findings of this had no impact as it took place a week before</p>
	High quality support in class to enhance quality first teaching across the school		
	Staff CPD on comprehension and higher order reading skills. Booklet provided.		
	Reading class plans devised alongside reading lead and progress monitored.		
	SDP outlines whole class strategies to raise standards in Reading.		
	Author visits and workshops planned throughout the year Reading events include: Harry Potter Ks 1 reading event Roahl Dahl day World Book day		
	Parents invited to attend reading workshop in classrooms to observe reading.		
	Challenge materials purchased- achieve 100		
	Library visit scheduled for all		
	School library equipped with new books (particularly to engage boys)		
New challenging texts to engage pupils for each class			

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	Workshops delivered to parents- Sarah Tipler Training from Reading and more able leader on challenge for all		the school closure. The KS1 raising attainment plan was in its infancy and was yet to have an impact.
	Invest in targeted interventions to narrow gaps.		
	SENco to over see impact of Reading interventions delivered by teachers and TAs		The time in which the school was closed had a real impact on the reading outcomes of the school particularly the disadvantaged pupils. 70% of the disadvantaged pupils do not read at home and the school closure had a major impact on that.
	Pupils given additional challenge tasks during lesson time and further curriculum enrichment opportunities linked to reading built into planning		
	PP leader to ensure provision is in place and pupils progress in lessons		
	Reading challenge – weekly prize draw		The results, at the end of the year, reflect the disruption that the school closure had on reading due to actions not having time to fully embed particularly in year 3 and 4 where the number of disadvantaged pupils in this year group are high with 15 children and 25 children.  Yr 1:25% Yr2; 56% Yr 3; 36% Yr 4; 39% Yr 5; 62% Yr 6; 74% As per OFSTED findings, the school closure has had a greater impact on our younger children.
PP Pupils show improved levels of emotional resilience, motivation and self-esteem and confidence	Provide pastoral support for children who require social, emotional, behaviour guidance through 1-1/group Nurture and class based support		As a school we take a child centred approach and the health and well being of all our pupils is vitally important especially the disadvantaged pupils.
	Disadvantaged First plans to be based around individual needs		
Use of Leuven scales to be used as an indicator – when comparing baseline to end of year	Provide support for families through Early help meetings- led and supported by PP lead/Senco/Inclusion assistant		All teachers knew of the disadvantaged pupils within their class and bespoke disadvantaged first plans had been created. These plans identified specific barriers for the pupils, whether that be a social, an emotional or academic barrier and appropriate steps to overcome these barriers were planned in.
	Provide workshops to pupils to around learning behaviours.		Adults had a real in-depth understanding of the needs of all their children including those that were DV.
	Subsidised visits to place of interest to engage and motivate pupil		
	Mind-set workshops delivered for all KS2 pupils		

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	Mind-set CPD led by MHWB leader and followed up by Mental health and wellbeing champions		<p>The Inclusion Assistant ran nurture sessions every afternoon for targeted children to remove any social and emotional barriers. Children receive nurture based on identified need and of those identified, 60% were disadvantaged</p> <p>During the academic year the school provided 26 Early help support plans for families who were vulnerable and needed extra support. Out of the 26 children receiving early help, 62% (16) of them were disadvantaged pupils.</p> <p>Breakfast club was held daily to provide children with a positive start to the school day. Out of the 40 places on offer 43% (17) of these children were disadvantaged.</p> <p>The Leuven scales were completed at the beginning of the academic year and at the end of March. Despite the shorten school year there was an improvement in both categories of well-being and involvement for the disadvantaged pupils. The results of which can be seen at the bottom of the report for all classes.</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		
	Planned proactive pastoral support for vulnerable families		
	Focussed emotional and social support for pupils during break times and lunch times		
	Parental support for learning through workshops and wow events		
	Signposting to support with external agencies		
	Small nurture groups with an emphasis on learning through group cooperation and positive role modelling.		
	1:1 feedback sessions in lesson time		
	Use of Dojo and a variety of rewards to increase self-esteem		
	CPD for staff will be provided and resources will be bought in to support children with their resilience.		
	MHWB hub equipped with resources to support vulnerable pupils and pupils requiring additional support.		
	School Garden used led by Gardner to support work on mindfulness		
	Breakfast club funded for pupils in need		
PP Pupils have access to a range of experiences within the curriculum and beyond to	Subsidised music lessons		
	Activities, Trips and Visits subsidised to ensure pupils have access to a wide range of experiences.		

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effectively support their learning potential	Clubs offered at lunch time and after school to ensure quality enrichment opportunities in place.		<p>Last year we had 6 pupils in receipt of peripatetic music lessons and 2 of these pupils were disadvantaged. All of year 5 (60 children) had Ukulele lessons and 21 of this year group are disadvantaged pupils.</p> <p>There were 15 sporting events that took place out of school at different venues and 411 of the school pupils took part in these events. 25% (103) of the disadvantaged pupils took part in the sporting events.</p> <p>During the first term, every year group held a wow event where parents were invited into school to take part and this was further supported at the end of the topic with a celebratory event.</p> <p>During the year there were 13 different clubs on offer for the children during and out of school time. Some of the clubs were cross-stitch, joga, colouring, football and judo but to name a few. 39% of the children attending the clubs were disadvantaged pupils.</p>
	On-line resources accessible for pupils to use at home including Spelling shed, TT rock stars 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		
<b>Total Cost</b>		<b>£110,000</b>	

### 1. Targeted Support

Desired Outcomes	Actions	RAG	Impact
<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 Year 2 R 63% W 63%</p>	One –to- one and small group intervention provision delivered by TAs and Teacher. Overseen by PP leader/SEnco		<p>The year 6 pupils were provided with small targeted support groups in maths and reading on a weekly basis. The impact of this is evident in year 6 with end of year results of 74% in reading and 65% in maths. This resulted in a combined of 58% which is only 7% short of targeted.</p>
	Staff to receive CPD around subject knowledge and effective lesson delivery through Quality first teaching		
	HT /PP lead teacher to work with Yr6 pupils x1 morning a week to support DV children in Yr 6 in maths and reading		
	Staff to become mentors/coach to individual children – training provided		

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<p>M 75% Combined 56%</p> <p>Year 6 R 71% W 68% M 68% Combined 65%</p>	<p>Bespoke plans in place for pupils. Additional resources purchased to support teaching and learning</p>		<p>The same impact was not evident in key stage 1 as the raising attainment plan was not embedded. The aim of the plan was to provide strategies and support for how to answer test style questions and apply their understanding. Up until this point, the children were displaying good understanding on a day to day basis in class but were unable to apply this consistently to the tests. Due to the timing of the school closure, the children didn't get an opportunity to experience the plan and the end of year results followed the spring term trajectory. With this being the case, the DV children fell short of their target by 9% in reading, 13% in writing, 19% in maths. Moving into the next academic year, this cohort of children need to be an area of focus.</p>
<p>To ensure that at a minimum the lower target for DV pupils is met for Reading across all year groups 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>The Crowle maths more able day was attended by the DV more able children in both year 5 and year 6. All more able DV children attended the weekly reading challenge homework club and were exposed to high quality texts throughout these sessions.</p> <p>Throughout each year group, interventions were in place to support targeted children who were identified through pupil progress meetings but due to the length of time the school was closed these didn't have the desired impact in outcomes. The DV lead spent 1 day a week supporting DV children across the school but this was inconsistent due to the school closure and therefore didn't have the full impact in achieving the desired outcomes.</p>
<p>PP Pupils show improved levels of emotional resilience, motivation and self-esteem and confidence</p>	<p>Weekly small group sessions with experienced TAs &amp; 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 was held weekly even during the partial reopening. Many awards were given out including mathematician and writer of the week, kindness cup award, and the achievement tree which celebrates out of school achievements.</p>

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Use of Leuven scales to be used as an indicator – when comparing baseline to end of year	Celebration assembly and events planned throughout the year. Rewards including treats, certificate		The reading book scheme has been heavily invested in as to some engaging online resources such as spelling shed and TT rockstars. All year 6 children received an in house revision pack to use and Deputy Head teacher spent allocated time supporting staff in producing DV first plans and different strategies to help support their needs. The school provide children with excellent nurture provision and throughout the year 45 children were in receipt of additional nurture support. Of the 45 children 31 of these were disadvantaged (69% of the children)
	Inclusion Assistant to spend specific time with DV pupils who require emotional support.		
	Inclusion assistant to purchase resources and have funds to support parental engagement activities.		
	DHT to spend 1/2 day per week to coordinate and provided support for DV children who are showing attributes that are not conducive to high quality learning		
	Pupils to be given copies of KS2 revision guide to use at home		
	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.		
<b>Total Cost</b>		<b>£61,486</b>	

## Leuven Scales – Well-being and Involvement

### Well being

Level	Well-being	Signals
1	Extremely low	The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/ herself or others.
2	Low	The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.
3	Moderate	The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.
4	High	The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.
5	Extremely high	The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He/she is open and accessible to the environment. The child expressed self-confidence and self-assurance.

### Involvement

Level	Well-being	Signals
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1	Extremely low	Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing.
2	Low	Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around.
3	Moderate	Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and can be easily distracted.
4	High	Continuous activity with intense moments. They child's activity has intense moments and at all times they seem involved. They are not easily distracted.
5	Extremely high	The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period.

### 2019/2020 Results

Year Group	Well Being			Involvement		
	Autumn Term	March School closure	Difference	Autumn Term	March School closure	Difference
Year 1	2.4	3.2	0.8	2.3	3.2	0.9
Year 2	3.7	3.8	0.1	3.4	3.8	0.4
Year 3	2.6	3.5	0.9	2.1	3.5	1.4
Year 4	2.8	3.5	0.7	3.0	3.5	0.5
Year 5	3.6	3.8	0.2	3.5	4.2	0.7
Year 6	3.2	3.5	0.3	3.2	3.2	0
School	3	3.5	0.5	2.9	3.6	0.7

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