



Lincoln Gardens Primary School

Pupil Premium Grant Statement 2020 – 2023

LEARN, GROW, PARTICIPATE, SUCCEED

School Overview

Number of Pupils and Pupil Premium Grant received		2020-21	2021-22	2022-23
Total number of pupils on roll		423		
Total number of pupils eligible for PP		124 (29% of cohort)		
Amount of PP per pupil		£1345		
Total PP budget		£166,780		
Pupil Premium Lead		Mr Craig Jackson		
Pupil Premium Governor Lead		Mrs Emma Doyle		

Disadvantaged Pupil Attainment for 2020

Due to Covid 19, the school closed in March 2020. The 2020 results were 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 had lost basic skills and learning as a result of school closures and restrictions on movement. They 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, they still struggle to meet the outcomes of their peers so this time away has had a major impact.

Attainment – Based on 2019/2020 Teacher Assessment

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

3 year outcomes.

Attainment Outcomes – Year 6	Figures for PPG children in school			National figures for PPG children			Figures for non PPG children in school			National figures for non PPG children		
	2021	2022	2023	2021	2022	2023	2021	2022	2023	2021	2022	2023
% ARE in reading												
% ARE in writing												
% ARE in maths												
% ARE combined.												

Attainment Outcomes – Year 2	Figures for PPG children in school			National figures for PPG children			Figures for non PPG children in school			National figures for non PPG children		
	2021	2022	2023	2021	2022	2023	2021	2022	2023	2021	2022	2023
% ARE in reading												
% ARE in writing												
% ARE in maths												
% ARE combined.												

Attainment Outcomes – EYFS	Figures for PPG children in school			National figures for PPG children			Figures for non PPG children in school			National figures for non PPG children		
	2021	2022	2023	2021	2022	2023	2021	2022	2023	2021	2022	2023
% GLD (Good Level of Development)												
% ARE in reading												
% ARE in writing												
% ARE in maths												

Attainment Outcomes – Phonics	Figures for PPG children in school			National figures for PPG children			Figures for non PPG children in school			National figures for non PPG children		
	2021	2022	2023	2021	2022	2023	2021	2022	2023	2021	2022	2023
% passing Phonics screening in Year 1												

Barriers to future attainment (for pupils eligible for PPG)		Evidence for Barrier
In school barriers		
A.	The number of PPG pupils passing the phonics screen is lower than non-PPG pupils. Due to Covid, targeted children have had an inconsistent experience in phonics.	The number of PPG pupils passing the phonics screen is lower than non-PPG pupils. 18/19 phonics data – 14 children failed to pass 19 children across Key stage 2 failed to pass the phonics test.
B.	Too few PPG children achieve ARE in Reading across school	Last academic year (19/20), PPG pupils in every year group (bar year 6) failed to achieve the ARE target set.
C.	A high proportion of PPG children in year 5 (20/21) (42% of the cohort) fail to achieve ARE in all reading, writing and maths and also have less than expected attitudes to learning	End of year teacher assessment attainment was lower than targeted in all subjects.
D.	Year 6 children (20/21), including disadvantaged children not achieving national expectations in maths, writing and combined.	End of year teacher assessment attainment was lower than targeted in maths, writing and combined.
External barriers		
E.	In school, a number of children and families require additional support for a number of reasons, including for their mental health and well-being, through the One Family Approach which has been further exacerbated by Covid 19.	Increased numbers of operation encompass incidents during the summer term 2020. Children in receipt of CP, CIN, Early Help is high.
F.	Punctuality and attendance for all children, including disadvantaged pupils is below national and persistent absence is higher than national.	20% of the school cohort were persistently absent last academic year.

Tiered Approach

In order to enable our disadvantaged pupils to overcome the identified barriers and make progress in line with their peers, we identify a number of priorities, set within three tiers, in order to ensure that they impact on pupil outcomes. Through the tiers of intervention we address the barriers identified through the work of the Education Endowment Foundation

1 – High Quality First teaching - ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving which will have a positive impact on progress and attainment for all children, including disadvantaged children.

2 – Targeted Academic Support – providing disadvantaged children with additional targeted support they may need to make progress and reach their targeted potential through one-to-one or small group work

3 – Wider Opportunities - ensuring non-academic barriers are overcome to provide disadvantaged pupils with support compared to that of other children

Desired Outcomes
Tier 1 – High Quality First Teaching
<ul style="list-style-type: none"> • Ensure that all children, including disadvantaged children, are receiving a consistently high quality provision in phonics across the school. • Ensure that all children, including disadvantaged children, are receiving a consistently high quality provision in reading. • Effectively use technology to deliver our ambitious curriculum to all children, including PPG pupils, both in school and remotely. • Maintain progress and outcomes in EYFS for all children including PPG children
Tier 2 – Targeted Academic Support

- Ensure that all children, including the significant number of disadvantaged pupils in year 5, make accelerated progress to achieve their aspirational targets and develop positive learning behaviours
- Ensure that all children, including disadvantaged children, in year 6 maximise their learning potential in maths, writing and combined.

Tier 3 – Wider Opportunities

- Raise aspirations and awareness of all children, including disadvantaged children, by promoting opportunities within and beyond the local community.
- Ensure that enhanced approaches to dealing with attendance and punctuality are consistently executed with a targeted focus on improving attendance and punctuality of disadvantaged pupils.

Tier 1 – High Quality First Teaching.

Barrier	Desired Outcomes	Key Actions	Evidence and Rationale	Success Criteria
A	Ensure that all children, including disadvantaged children, are receiving a consistently high-quality provision in phonics across the school.	<p>Streamed phonics teaching daily with appropriately trained staff</p> <p>Half termly meetings with Phonics lead.</p> <p>1:1 phonics catch up where required</p> <p>Parent/Carer phonics workshop</p> <p>Investment in Fresh Start materials to support KS2 children who failed to pass the phonics test.</p>	<p>The National Literacy Trust highlights significant research which shows that children who do not develop as proficient readers by the end of KS1 will not become habitual readers.</p> <p>EEF research shows that Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.</p> <p>Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches),</p>	All pupils (EYFs, KS1 and KS2), including those who are PPG children, gain the phonics knowledge they need to be able to read and those identified with additional barriers are supported to diminish the gaps in their phonics knowledge and skills.
B	Ensure that all children, including disadvantaged children, are receiving a consistently high-quality provision in reading.	<p>Investment in challenging texts for all year groups to use within the topic.</p> <p>Daily reading comprehension skills based teaching.</p> <p>Daily class read</p> <p>Termly pupil progress meetings to identify barriers and next steps for pupils.</p> <p>Targeted support groups aimed at identified children.</p>	<p>The National Literacy Trust highlights the importance of children becoming proficient readers during KS2 as a key driver of success during secondary education</p> <p>EEF research identifies that on average, reading comprehension approaches deliver an additional six months' progress.</p> <p>January 2021 interim assessment EEF suggests that primary aged pupils 'have significantly low achievement in both English and Maths' due to the disruptions in the 2020 Spring and Summer Terms.</p>	Improved attainment in reading in each year group Individual pupil progress tracking shows improvements and group analysis shows gaps are closing.

		Weekly speed reading and reading for pleasure activities.		
B,C,D	Effectively use technology to deliver our ambitious curriculum to all children, including PPG pupils, both in school and remotely.	<p>Staff CPD around the use of TEAMS</p> <p>Children to receive weekly lessons on how to use teams</p> <p>Teachers and children to use teams outside of the school day.</p> <p>Provide parent support guides/videos and tutorials on how to use and access teams with their child.</p> <p>Provide technology for children who haven't got access to it at home.</p>	<p>Professor Francis Green – 'one in five free school meal students do not have access to a computer at home which causes considerable harm to their academic progress during lockdown'</p> <p>EEF research identifies that technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom</p> <p>EEF also suggest that teachers can use technology to increase the benefits of practice to improve fluency or retention of information, and that this is likely to have a positive impact on learning.</p>	<p>Greater % of children have access to electronic devices to support in school and remote learning.</p> <p>Increased % of home learners accessing lessons on a daily basis.</p>
A, B	Maintain progress and outcomes in EYFS for all children including PPG children	<p>Become an Early Adopter pilot school.</p> <p>Early baseline assessments to generate target support groups for identified need areas</p> <p>Use of bespoke challenges to extend the more able children</p> <p>Teaching of phonics, in line with school expectations.</p> <p>Differentiated and interactive learning environments to enhance pupil learning.</p> <p>Provide 'experience' opportunities that may have been missed due to COVID-19</p>	<p>EEF research suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families</p> <p>Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months' progress, with the most effective approaches improving learning by as much as six months.</p> <p>On average, early numeracy approaches have a positive impact on learning equivalent to approximately six additional months' progress for early mathematics outcomes.</p>	<p>Attainment of all reception children, including PPG children, achieve their targeted GLD</p>

Tier 2 – Targeted Support

Barrier	Desired Outcomes	Key Actions	Evidence and Rationale	Success Criteria
C	Ensure that all children, including the significant number of disadvantaged pupils in year 5, make accelerated progress to achieve their aspirational targets and develop positive learning behaviours	<p>Identification of barriers within learning and appropriate next steps within all core subjects.</p> <p>Flexible targeted support groups based on current attainment.</p> <p>Regular use of FFT teacher assessment</p> <p>Termly summative assessment.</p> <p>Question level analysis of assessment used to inform next steps.</p> <p>Increase collaborative learning and peer tutoring across the year group</p> <p>Investment in maths resources to support practical lessons.</p> <p>Develop adult led mentor sessions with children on 1:1 basis</p>	<p>Gaps identified in formative assessment allow for precisely targeted teaching to address these. EEF identify that small group tuition has an impact of +4 months.</p> <p>Sutton Trust found that ‘The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers.</p> <p>EEF identify that the impact of collaborative approaches on learning is consistently positive and appears to work well for all ages. When done well, collaborative learning has an impact of +5months</p> <p>It is also identified that peer tutoring approaches appears to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months’ progress.</p>	<p>Individual pupil progress shows improvements.</p> <p>High aspirational targets are met in writing, reading and maths.</p>
D	Ensure that all children, including disadvantaged children, in year 6 maximise their learning potential in maths, writing and combined	<p>Identification of barriers within learning and appropriate next steps within all core subjects.</p> <p>Half termly pupil progress meetings</p> <p>Flexible targeted support groups based on current attainment</p> <p>Investment in maths resources to support practical lessons.</p>	<p>Gaps identified in formative assessment allow for precisely targeted teaching to address these. EEF identify that small group tuition has an impact of +4 months.</p> <p>EEF identify that the impact of collaborative approaches on learning is consistently positive and appears to work well for all ages. When done well, collaborative learning has an impact of +5months</p> <p>It is also identified that peer tutoring approaches appears to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months’ progress.</p>	<p>Individual pupil progress shows improvements.</p> <p>High aspirational targets are met in maths and writing.</p>

		<p>Half termly summative assessment.</p> <p>Question level analysis of assessment used to inform next steps.</p> <p>Increase collaborative learning and peer tutoring across the year group</p>		
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Tier 3 – Wider Opportunities

Barrier	Desired Outcomes	Key Actions	Evidence and Rationale	Success Criteria
E	Raise aspirations and provision of opportunities for all children, including PPG children, by promoting opportunities within and beyond the local community	<p>Each year group to develop a community link</p> <p>Each theme to be enhance by a school trip or visitor into school.</p> <p>Provide a wide variety of extra-curricular clubs both after school and during the school day.</p> <p>Set up and provide children with a careers event at school</p> <p>Provide leadership opportunities for children e.g. well-being team, house captains.</p>	The Cultural Learning Alliance highlights work which champions the importance of transferred cultural capital in enabling children to be successful in school and in life. PPG children often have less opportunity to build cultural capital which in turn impacts on their attainment.	To eliminate or reduce social justice so that all pupils, including PPG pupils, develop cultural capital, equipping them for their next stage in education.
F	Ensure that enhanced approaches to dealing with attendance and punctuality are consistently executed with a targeted focus on improving attendance and	<p>Attendance lead to monitor attendance on a weekly basis, identify concerns and swiftly intervene where appropriate and liaise with external agencies</p> <p>Targeted support plans for parents of persistent absentees</p>	<p>Research from the DfE points to an irrefutable link between high attendance and attainment.</p> <p>They state that Pupils with no absence are 1.3 times more likely to achieve age related expectations or above, and 3.1 times more likely to achieve greater depth, than pupils that missed 10-15% of all sessions</p> <p>Research into Improving Attendance in School Serving Deprived Areas identified that regular school attendance and educational</p>	<p>Improvement in whole school attendance.</p> <p>Rates of persistent absence are in line with national expectations.</p>

	<p>punctuality of disadvantaged pupils.</p>	<p>Promote attendance in school through different initiatives</p> <p>Punctuality to be monitored weekly and any concerns swiftly identified and support plans put in place.</p>	<p>attainment are inextricably linked. Regular attendance ensures that pupils get the best possible outcomes from their period in compulsory education</p>	<p>Improvement in number of children with punctuality concerns.</p>
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