

Pupil premium strategy statement (primary)

1. Summary information					
School	Lyncrest Primary School				
Academic Year	2016-17	Total PP budget	67 320	Date of most recent PP Review	October 2016
Total number of pupils	245	Number of pupils eligible for PP	51	Date for next internal review of this	January 2017
2. Current attainment					
KS2 (2016)			<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>	
% achieving age expected, or above, in reading, writing & maths			62.5%	54%	
KS1 (2016)					
% achieving age expected, or above, in reading, writing & maths (11 % PP achieving good level of development in all subjects)			78%	(No National figure available at this time)	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)					
A.	Reading comprehension is a key area for focus throughout KS1 and KS2 due to lack of understanding of vocabulary.				
B.	Developing phonics in small groups, at the right stage for every pupil, this is key because good reading and writing skills impact on all subjects.				
C.	Solving maths problems efficiently and with mathematical understanding.				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
D.	Experiences may be limited due to lack of available finance in the family.				
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)					Success criteria

A.	Improve reading comprehensions skills, both oral and written for PP pupils in every class.	Pupils eligible for pupil premium in all classes will meet age related expectations for reading.
B.	Improve reading and writing skills in FS and KS1	Pupils eligible for pupil premium in Year 1 to successfully pass the phonics screening. In Year Two pupils are reaching / exceeding expected levels.
C.	Improve mathematical skills in problem solving.	Pupils eligible for pupil premium in all classes will meet / exceed age related expectations for reading, writing and maths.
D.	To fill gaps in understanding in Year 6, due to New Curriculum expectations / pupils new to school.	Pupils eligible for pupil premium in Year 6 will meet / exceed age related expectations for reading, writing and maths.

5. Planned expenditure	
Academic year	2016-17
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies	
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?
Improve reading comprehensions skills, both oral and written for PP pupils in every class.	Focused 1:1 reading followed by comprehension questions (oral) and then one written question. (age related)	Analysis of reading test (KS1 and 2, 2016) has identified that our pupils need to focus on understanding of vocabulary and higher order reading skills. We also need to ensure all pupils have enriched visits and visitors to develop their vocabulary, experiences and opportunities.	The targets and key pupils are recorded in a Purple Book system. This is a communication tool that ensures that every Classteacher and Teaching Assistant are aware and are recording progress. This is monitored weekly and targets adjusted as required.	Inclusion Manager and English Leader	This will be reviewed in January 2017.
Improve reading and writing skills in FS and KS1	One hour per day of small group reading and writing targeted at the exact “next step” for each pupil.	The approach is successful for pupils at our school, as evidenced by trends in the Year 1 phonics test and upward trends in KS1.	The Read, Write Inc (RWI) assessments are every six weeks or earlier if the RWI Manager agrees there is rapid progress. PP will be highlighted and tracked.	Inclusion Manager and RWI Manager	January 2017
Improve mathematical skills in problem solving.	Implement and embed the Inspire Maths approach. (This uses the Singapore Approach – using bar method to problem solving.)	Staff have been using this since January 2016 and it is highly effective. Five days training for staff has included sessions on using the “bar method” and this is already proving a very successful approach to problem solving.	Regular monitoring by extended leadership team.	Inclusion Manager And Mathematics Leader	January 2017

Total budgeted cost					37108
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?
Pupils in Year 6 are working to best of their ability and reach age related expectations or above.	1:1 intervention	Due to new curriculum, there will be some gaps in the pupils understanding which need to be addressed before they go to secondary school.	PP parents will be notified when interventions begin.	KS2 AHT	January 2017
Full engagement in clubs resulting in pupils enjoying regular exercise or new interests.	Offering parents £50 a term to spend on clubs (in school or externally.)	Through discussions and feedback from families, money can be a barrier to accessing clubs.	PP Parents receive a letter offering them this opportunity. The School Bursar will record uptake.	Inclusion Manager	January 2017
Full engagement in curriculum visits and visitors to support and enhance learning opportunities.	All school visits and visitors are paid from school budget and the PP strategy.	Through discussions and feedback from families, money could be a barrier to accessing educational visits.	All visit letters explain the cost will be covered by school. The classteacher will plan at least one off site visit per year.	Inclusion Manager Classteachers	January 2017
Total budgeted cost					£21 120
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?

Pupils leave Lyncrest with the skills to play a musical instrument well.	All pupils in Year 5 and Year 6 will have a weekly musical instrument lesson at school, and a brass instrument to borrow.	A small number of families enable their child to play a musical instrument. This is an opportunity they may not have again.	The County Music Service (NPAT) will teach all pupils and classteacher as a school orchestra. This will be for one hour a week X 2 sessions. Three concerts per year will be performed to families and this will demonstrate progress.	Inclusion Manager	January 2017
Total budgeted cost					£1 050

6. Review of expenditure				
Previous Academic Year		2015-2016		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Improve reading and writing skills in FS and KS1.</p>	<p>One hour per day of small group reading and writing targeted at the exact “next step” for each pupil.</p> <p>Additional TA in Foundation Stage.</p>	<p>The approach is successful for pupils at our school, as evidenced by trends in the Year 1 phonics test and upward trends in KS1.</p> <p>All PP pupils have successfully passed the phonics screening test. PP pupils have all made good progress in RWI.</p> <p>For example: From September 2015-July 2016 there were 10 PP pupils from Year 1 to Year 2 on RWI programme and this is their progress: 7 pupils have now completed the programme and have moved forward. 1 moved forward 2 groups (this progress is significant as new to school.) 2 moved forward 4 groups.</p>	<p>Continue this approach for all pupils.</p>	<p>£30 000 +</p> <p>8042</p>
<p>Pupils to have support in curriculum areas where they are falling behind.</p>	<p>Targeted support from classteacher and TA through Yellow Book approach to develop reading skills.</p>	<p>Yes this is successful as it is a very focussed intervention which is clearly directed by the classteacher/SENCo.</p> <p>82% of the 57 identified pupils made good or accelerated progress.</p> <p>(See intervention report)</p>	<p>Yellow books developed and now Purple Books.</p> <p>This system for pin pointing the pupil’s needs will be continued through the purple book approach. The focus will move to reading comprehension.</p>	
<p>ii. Targeted support</p>				

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To engage all Year 4 pupils in their learning.	A weekly visit to The Saints Study Centre for 10 weeks. Playing for Success.	Soft data shows the Science, Shakespeare, African drumming and other experiences were very engaging for the targeted pupils.	This is the first time that the whole class were involved, during the school day. Attendance was better as it was in the school day rather than previously this was in the evening. The whole class session was better than just having a target group as the classteacher was involved and so could develop the sessions at school.	1670
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
For pupils have wider experiences through musical instrument lessons and clubs.	Allocation of funds per term.	Yes this was well received and supported. Good involvement shown, especially in clubs.	Yes this needs to continue. The range of clubs are particularly successful. Fewer than expected parents wish for their pupil to have an individual music lesson. (eg violin, guitar etc.) ,	£10 650
All pupils to learn to play a musical instrument in Year 6	Weekly lesson for the class.	Yes. The Year 6 played at The Derngate Theatre. The music teacher was incredibly proud of the standard.	Yes this needs to continue.	£10 000

<p>To engage the school in healthy eating and lifestyle.</p>	<p>Gardening clubs, sports activities, cooking clubs, improvements to lunchtime environment.</p>	<p>All pupils know about healthy choices and growing food.</p> <p>All pupils access playtime/lunchtime activities.</p> <p>Pupils took part in Family Projects such as growing a plant in a fun container.</p>	<p>Northampton in Bloom, Gold Award for Lyncrest.</p> <p>The judges commented that they were pleased that the children could explain how food was grown, cooked and healthy food was eaten. This will continue.</p> <p>The lunchtime environment was improved with table cloths, plants, resulting in better manners and conversations about healthy eating. This is now being embedded.</p> <p>The sports equipment and lunchtime sports club is being developed and continued.</p>	<p>£5 000</p>
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.