



# Pupil Premium Strategy End Of Year Review 2018/19

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Lyncrest Primary School Context 2018-2019

Total number of pupils eligible for pupil premium funding (A)	Number of eligible boys	Number of eligible girls	Number of looked after children (LAC).	Number of post-LAC	Number of service children (C)
28 15% (National 14%)	14	14	0	0	1
Correct at 19.7.19					

KS2 2019 Attainment Results

	Reading - % achieving age expected, or above.	Writing - % achieving age expected, or above.	Maths - % achieving age expected, or above.	Combined - % achieving age expected, or above, in reading, writing and maths.
Pupils eligible for PP	75%	75%	75%	50%
	Historical Data 2018- 83% 2017-50% 2016-63%	Historical Data 2018- 67 % 2017-70%, 2016-100%	Historical Data 2018- 75 % 2017-80%, 2016-75%	Historical Data 2018- 67 % 2017-40%, 2016-63%
National average for all pupils	73%	78%	79%	65%

KS1 2018 Attainment Results

	Reading - % achieving age expected, or above.	Writing - % achieving age expected, or above.	Maths - % achieving age expected, or above.	Phonics - % passing the Phonics Screen Check
Pupils eligible for PP	33%	33%	33%	0%
	Historical Data 2018- 50%	Historical Data 2018- 50%	Historical Data 2018- 83%	Historical Data 2018- 83 %
National average for all pupils	Currently not published	Currently not published	Currently not published	Currently not published

## Pupil premium Strategy Review for 2018/19

Total pupil premium allocation for 2018/19: £59,400.

Amount Spent in 2018/ 19: £62,849

### **Vision and beliefs:**

Our dream (our vision) is that all children will feel loved, accepted, happy and safe at Lyncrest Primary School and that they will achieve their academic potential and go forwards to a happy and rewarding life.

Our beliefs are as follows:

- We believe that a child's background is no excuse for underachievement and we strive to eliminate any barriers that are within our power.
- We believe that being from a deprived background in no way limits the academic potential of a child.
- We believe that children only get one chance at their primary education and therefore it is up to us to ensure they get the best possible quality first teaching and timely second wave teaching if they begin to fall behind their peers.
- We believe that it is better to 'keep up' rather than 'catch up' so we will invest in smaller groups where budgets allow.
- We believe that parents hold the key to their child's academic achievement and we must do what we can to encourage every parent to support their child to the best of their ability.
- We believe it is our role to support parents in preparing their children for life after school by providing each child with many and varied opportunities to develop their character, to be driven and resilient and to be inspired by others and inspiring to others.
- We believe that tackling the effects of poverty is a marathon and not a sprint and as a result, some of our second wave teaching will not have an immediately obvious outcome or impact. This does not mean it will not fundamentally affect the child and lay the foundations for lifelong change.

### **Objectives:**

#### **Objective 1. Punctuality and Attendance.**

Even though our attendance in school is good at 96% (above the National average), we still have some families that are poor attenders or struggle with their punctuality. In addition to this, we have some children who although they are physically at school they are not calm and prepared for learning due to poor nutrition or unstable home lives that affect their emotional wellbeing and this impacts on the teaching day.

#### **Objective 2. Quality First Teaching.**

All our results are in line with National averages but we are not content with this. We want all pupils, including disadvantaged pupils, to achieve their full educational potential and in order for this to happen we need to maintain rigorous assessment and systematic tracking procedures so that no child can 'slip through the net'. This will ensure any child at risk of underachievement will be swiftly identified and appropriate and measurable second wave teaching put in place.

We also need to ensure that the teaching we provide is of the best quality possible through effective CPD and that teaching staff are fully aware of who their PP children are and acknowledge that they are accountable in ensuring they have made good progress.

### **Objective 3. Keep up not catch up.**

We historically have low attainment on entry to EYFS. It is our belief that children of this age are highly responsive to second wave teaching and if we can boost their attainment to age related expectations before they begin their statutory education in KS1 then they will be better placed to achieve highly as they get older. This is especially true for speech and language issues because if they are left undetected then it can have a devastating effect on later attainment.

Also, even though our mobility is largely stable, we do have new arrivars to school and it is important that they are assessed in a timely manner to see if they need any extra support.

Finally, using our support staff in an effective and flexible way can impact directly on the attainment of the children as seen in RWInc.

### **Objective 4. Parental participation.**

In each class we still have a core of hard to reach parents (who often are the parents of PP children) who do not attend events organised by the school and these are the very parents we need to hear our messages. We know that parental involvement is key to attainment so we are going to endeavor to reach these hard to engage parents through a range of simple techniques to see if we can break down the barriers.

### **Objective 5. Wider opportunities.**

Research shows that many children from disadvantaged backgrounds do not venture out of the house or out of their immediate vicinity so their educational and aspirational opportunities are severely curtailed and this has a far reaching effect on their ability to understand the world around them. We would like to do our bit to widen the horizons of these children and show them something of our wonderful, enriching world to inspire them for the future.

### **Objective 6. Emotional wellbeing and pastoral support.**

Many of our PP children are struggling to live in overcrowded homes and parents who struggle with domestic violence, how to support their emotional child's needs and a general lack of parental engagement with education. To combat this we need to ensure that school is a safe haven where these children can learn in a warm and nurturing environment how to talk to others and express themselves in an appropriate way to get their needs met. We have a range of initiatives to try and realize this.

### **Objective 7. Targeted support for individuals**

Despite quality first teaching, some children need extra support in order to catch up with their peers. We promote the use of quality members of staff

for second wave teaching and all second wave teaching must be time limited, monitored closely and provision reviewed and replaced if there is little or no impact.

### Objective 1: Punctuality and attendance

Actions	Success criteria	Impact	Comments	Final Costs
<p>1a. Offer free Breakfast Club provision to those children who:</p> <p>Struggle to attend regularly</p> <p>Struggle to get to school on time</p> <p>Need time in a nurturing environment to process what has happened at home before school so they are ready to learn.</p> <p>Do not get adequate nutrition before school.</p>	<p>The targeted children will show improvement in their attendance, punctuality and concentration. No learning time will be lost to distressed children.</p> <p>Class teachers will nominate potential recipients alongside attendance data and data from Sims regarding lateness.</p>	<p>Three families accessed this service. For those families attendance improved at points when they were reminded they could access this service.</p>	<p>Continue to offer this to targeted children but be proactive with those children who demonstrated poor attendance in the academic year of 2018-2019</p>	<p>£1800</p>
<p>1b. Follow up on 'first day' phone call from school to ascertain the reason for absence with home visits for those who do not answer or are a cause for concern.</p> <p>TG to provide Head teacher or either Assistant Head Teacher with a list of names and addresses to visit if there is a cause for concern.</p>	<p>Parents and carers will know that school is serious about safeguarding the pupil's educational safety by physically arriving at the home address when absence is not reported.</p>	<p>Two families were a cause for concern and regular visits from SLT ensured children's attendance on those days.</p>	<p>Continue into 2019-2020</p>	<p>N/A</p>

### Objective 2: Quality First Teaching

Actions	Success criteria	Impact	Comments	Final Costs
<p>2a. Course for mastery – details and purchase of relevant resources across all subjects and year groups.</p>	<p>Senior leaders will have a clearer understating of what 'mastery' looks like and will be</p>	<p>Impact is not fully evident; however, in practice class teachers are now consistently offering mastery activities</p>	<p>Continue to develop understanding</p>	<p>£3000.</p>

	<p>able to upskill teaching staff to implement any new procedures.</p> <p>This will lead to more children attaining the higher standard across the curriculum.</p>	to extend learning.	of mastery learning and offer children opportunities for mastery level work.	
2b. More robust monitoring of PP children to be included into the termly pupil progress meetings will ensure no pupil can 'slip through the net'.	Senior leaders and class teachers will know the attainment and progress of PP children and plan and implement effective second wave teaching to boost attainment.	<p>Across the school in from years 1 to 6</p> <p><b>Reading:</b> Disadvantaged attainment higher than Non- Disadvantaged and progress is broadly in line with Non-Disadvantaged within school.</p> <p><b>Writing:</b> Disadvantaged attainment and progress is broadly in line with Non-Disadvantaged within school.</p> <p><b>Maths:</b> Disadvantaged attainment higher than Non- Disadvantaged and progress is broadly in line with Non-Disadvantaged within school.</p>	Continue to specifically target pupil premium children to continue to ensure their attainment and progress is in line or above with non-disadvantaged.	N/A
2c. Ensure that teachers know which of their pupils are PP and acknowledge that they are accountable in ensuring they have made good progress.  Each staff meeting teachers will list their vulnerable pupils which will include PP, EAL, SEN and LAC.	All teachers will know which children are disadvantaged so they can plan effectively to ensure these children make good progress.	See above	See above	None.

### Objective 3: 'Keep up' not 'Catch up'.

Actions	Success criteria	Impact	Comments	Final Costs
3a. Provide Nursery and Reception with an extra full time	The low attaining children in EYFS will make better than	71.5% of pupils achieved GLD by end of FS (in line with national average)	Continue to ensure	£36,000.

adult to boost the attainment of our youngest children and monitor closely for impact.	expected progress to narrow the gap between them and their peers.		achievement at foundation stage and beyond.	
3b. 'On entry' forms will be devised and completed for all new arrivals.  Forms to be submitted to the SENCO within two weeks of arriving in the school.	SENCO and other relevant teaching staff will have a clear understanding of then attainment and progress of the child from their starting points (if they have them).  Timely second wave teaching can be arranged to address any additional needs.	Where relevant second wave teaching where put in place in a timely manner.		N/A
3c. Use wide range of adults in school to RWInc to run the full range of groups which will match the learning needs of the children and not slow progress.  Training to ensure all adults are effectively teaching RWI	RWInc Manager will have enough staff to place children in the group they need to be in instead of having to combine groups which slows the learning of some children.	All Reception pupil premium children (100%) were on track or above in their phonics assessments at the end of the year  0% of pupil premium children were on track in phonics assessment and as such this will be an area of development. (76% of these PP children were SEN)  33% of Year 2 pupil premium children were on track. (67% of these PP children were SEN)	Continue deployment of staff in this manner to ensure progress and achievement.	£2280
3d. Pre-teaching vulnerable learners to ensure they can better access the curriculum as appropriate.  Teachers will identify which of their pupils would benefit from pre-teaching certain key skills before the start of a new topics.	Teachers will have identified vulnerable children and arranged for some pre-teaching of key skills before the start of a new topic.  This will lead to those pupils who traditionally make slower than average progress begin to narrow the gap.	See impact from 2B		N/A
3e. Early identification of any speech and language issues with our youngest learners.	The EYFS team will have expert information and advice on rectifying any speech and language needs in their	No children were identified for this to take place		N/A

The school would outsource a speech and language specialist to screen the new cohorts in Nursery and Reception for any speech and language needs.	cohorts.			
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### Objective 4: Parental Participation

Actions	Success criteria	Impact	Comments	Final Costs
<p>4a. Each class will hold an 'Expectations Event ' to inform parents of the specific requirements of each year group.</p> <p>We will actively encourage parents to attend even if they missed the first round of events and insist on 100% as we do with the TLC's.</p>	All parents will hear the expectations of their child's new year group.	All parents attended and those who did not were contacted. Impact is not specifically quantifiable.		n/a
<p>4b. All information events will have a standard format and be called 'Awesome Parents, Awesome Kids – (whatever the subject). They will last for no more than half an hour, provide a crèche for siblings and provide refreshments for hard-working parents.</p> <p>We will aim to hold one event each term.</p>	Information events will be increasingly well attended evidenced with an upward trend of attendance.	See above		n/a
<p>4c. Develop use of the ClassDojo to support parents with homework with short videos on how to do specific parts of the curriculum.</p>	<p>Parents can access support from the teacher through social media (ClassDojo).</p> <p>Number of view and list of viewers will provide valuable feedback on if these are effective.</p>	99% of parents engaged in class dojo		Time in a staff training session.

## Objective 5: Wider Opportunities

Actions	Success criteria	Impact	Comments	Final Costs
5a. The costs of educational opportunities such as trips, residential trips will be met by the school as trips are an essential part of our educational offer and are a springboard to learning.	No PP child will be denied access to an educational trip because of their family's circumstances.	100% OF Pupil Premium Children accessed educational visits.	Continue 2019-2020	£5000
5b. Engagement in extracurricular activities resulting in pupils enjoying regular exercise or new interests.	PP children will be able to socialize and experience the satisfaction of improving at a skill alongside friends.	19 children used this service	Continue 2019-2020 Ensure this is well advertised in 2019.	£2850
5c. Engagement in private instrument lessons will have a positive impact on attainment and concentration.	PP children will have the opportunity to learn to play a tuned musical instrument for half price.	3 children used this service	Continue 2019-2020 Ensure this is well advertised in 2019.	£315
5d. Positive discrimination for PP children in Cluster events.	PP children will be chosen when possible to participate in these events.	In KS2 100% of PP children attended extra-curricular events	Continue 2019-2020	n/a
5e. Entertainment trips to widen the horizons of PP children to include; theatre trips; cinema trips; swimming trips...etc.	PP children will experience life enriching events which their more affluent peers take for granted.	100% PP children attended cinema		Obtained for free through charity
5f. Low or no cost school holiday experiences will be signposted to PP families.	PP families will know what opportunities they can access for little or no money during the school holidays.	n/a		n/a
5g All children have access to learning a brass instrument through NMPAT yearly brass project.	All PP children access learning a musical instrument.		Continue 2019-2020	£3254

## Objective 6: Emotional wellbeing and pastoral support.

Actions	Success criteria	Impact	Comments	Final Costs
6a. Lunch Club will allow PP children who struggle on the playground to learn how to get along with others in a nurturing environment.	These PP children will develop their social interaction skills in a nurturing environment.	PP children who had a significant amount of behavioural incidents, saw these incidents dramatically reduced.		No additional costs as staff already present.
6b. Provide a Forest Schools outdoor learning curriculum for well-being and build to build self-esteem.	PP children will experience a safe yet stimulating outdoor experience on a weekly basis with a trusted adult.	PP Children reported a love of coming to school and a development of relationships between peers and adults.	Continue this project but evaluate impact through Boxall profile.	£ 5500 This includes the cost of training a member of staff, cost of resources necessary to run the group and pay for the member of staff.
6c. Engagement in Lego Therapy sessions to improve group work, collaboration and listening skills. (Purchase training and resources to facilitate this)	PP and other vulnerable children will participate in this as a club and learn how to interact and share the resource.	Class teachers recognised those children who struggled to interact had improved in their communication with others.	Continue this project but evaluate impact through Boxall profile.	£200
6d. School will provide £50 voucher for school uniform so the children feel part of the school community with a quality school uniform.	PP children will not be discernable from other pupils in the class.	Parents commented on how this had made their life much easier. 100% of pupil premium children had the correct school uniform because of this scheme.	Continue into the new academic year.	£1,500.  £50 per child x 30

## Objective 7: Targeted Support for Individuals

Actions	Success criteria	Impact	Comments	Final Costs
7a. Reading second wave teaching in the form of Beanstalk volunteers to provide 1:1 literacy support for those who have fallen behind with their reading.	The PP children reading with a Beanstalk volunteer will see better than average gains in their reading confidence and reading scores using the Salford Reading Test.	Salford reading scores showed improvement.	Continue into new academic year.	£1000
7b. Commission top-up Speech and Language Therapy sessions from the NHS to provide in-house therapeutic support and staff training for children with identified Speech and Language difficulties in EYFS and KS1.	<p>Those most vulnerable young pupils, those who cannot communicate effectively, will be getting the expert help they need at a highly critical and impressionable stage of their education.</p> <p>We would expect to see rapid progress that begins to close the gap.</p>	One child accessed this and it enabled us to ensure the speech and language therapy in school more accurately meet their needs.		£150
7c. Male sports coach and head teacher read with PP boys as a positive role model.	<p>The most disaffected male readers will read with positive male role models.</p> <p>We will see a change of attitude towards reading for these reluctant readers and an increase in post second wave teaching Salford Reading Test scores.</p>	Salford reading scores showed improvement.	Continue into new academic year with a focus on EYFS KS1 children.	Time as staff already present.