

Pupil premium strategy statement (primary)

1. Summary information				
School	Lyncrest Primary School			
Academic Year	2019-2020	Total PP budget		Date for next internal review of this strategy
Total number of pupils	205	Number of pupils eligible for PP	30	June 2020

1. Current attainment KS2 attainment				
	<i>Pupils eligible for PP (4 pupils 13% of the cohort)</i>	<i>Pupils not eligible for PP (26 pupils 87% of the cohort)</i>	<i>All pupils including PP</i>	<i>National Average</i>
% achieving in reading, writing and maths	50%	81%	77%	65%
% achieving in reading	75%	81%	80%	73%
% achieving in writing	75%	81%	76%	78%
% achieving in maths	75%	92%	80%	79%
1. Current attainment KS1 attainment				
	<i>Pupils eligible for PP (3 pupils 10% of the cohort with 2 pupils with case studies)</i>	<i>Pupils not eligible for PP (27 pupils 90% of the cohort)</i>	<i>All pupils including PP</i>	<i>National Average</i>
% achieving in reading, writing and maths	33%	62%	60%	65%
% achieving in reading	33%	70%	67%	75%
% achieving in writing	33%	74%	70%	69%
% achieving in maths	33%	70%	67%	76%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
A.	Pupil premium children achieve broadly in line with other children across the school; however, their attainment and progress must be raised (raising attainment for all) through improved quality first teaching and interventions.
B.	Reduced level of vocabulary on entry to school.
C.	Reduced level of wider experiences outside of school.
D.	Lower than average attendance rates.

E.	Reduced level of aspirations with regards to academic potential and social mobility.
F.	Reduced level of parental engagement in learning.
G.	Lower emotional resilience and self- esteem comparatively to other children.

3. Desired outcomes

	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	Increased achievement for disadvantaged children through quality first teaching (raising attainment for all).	PP children achieve in line or above the national average and/ or show progression in line or above the national average.
B.	Disadvantaged children will have a firm knowledge of all relevant subject specific vocabulary across the curriculum.	Within each year group, children can articulate meanings and use relevant vocabulary when asked to.
C.	School to offer heavily subsidised experiences and clubs to disadvantaged children	All PP children to make use of subsidies.
D.	Increased attendance for disadvantaged children	All PP children to have attendance raised above the national average of 95%
E.	Raise the aspirations of the children and their families and accordingly set high but realistic expectations for themselves by use of meta-cognitive techniques	PP children can articulate what they want to achieve and parents and children both understand the expectations required of them to achieve (this will be representative through continual engagement in the schools homework log).
F.	Parents of disadvantaged children to be fully engaged in all aspects of their child's schooling.	PP children's parents attend all relevant school events (concerts, TLCs, learning meetings) and ensure all relevant home learning activities are completed.
G.	PP children have improved attitudes to failure (growth mind-set) and challenges and accordingly hold themselves in higher esteem.	PP children will be able to articulate things they tried at and failed, but persevered in and additional articulate their strengths and relative weakness. They will be able to see themselves positively and articulate this.

4. Planned expenditure

Academic year

2019- 2020

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	Review of implementation
To develop early language acquisition in EYFS to increase the vocabulary at an early stage for disadvantaged learners.	Additional adults in Nursery and Reception to develop early language.	Evidence: The Pupil Premium (Rowlands, 2015) which identifies the acquisition of vocabulary as fundamental to achievement and social mobility.	Monitoring by phase lead Training to develop language through play (with the implementation of this monitored).	Reception/ KS1 lead Nursery Lead	<p>January 2020 Currently reading and writing data in Nursery and Reception shows an improving picture in terms of language acquisition and how this translates to reading attainment. In Nursery 44% of children on entry were at expected standards for age. As of January, the figure has increased to 67%. In Reception, although only 50% of children are currently at the age expected standard, since September, 97% of children have made expected or more than expected progress in reading.</p> <p>June 2020 As of march, in Nursery 79% were now on track for being at age expected standards in reading. This had an impact on writing were 71% of children were on target. In Reception, although only 40% of children are currently at the age expected standard, since September, 66% of children have made expected or more than expected progress in reading. The reduction in progress was down to the inability to consolidate blending further for a data point in late April.</p> <p>We wish to continue this target into the new academic as language acquisition underpins all achievement.</p>
To ensure all disadvantaged children start year two with necessary phonics knowledge to decode accurately.	Additional adults across the school to ensure that all phonics groups can run effectively with small enough group sizes to make an impact.	Improving quality first teaching drives standards for all and evidence from The Pupil Premium (Rowlands, 2015) which assess EY intervention as effective in improving outcomes for young people.	Regular coaching, monitoring and assessment of Read Write Inc. groups.	Reception/ KS1 lead Nursery Lead	<p>January 2020 Currently 73% of children in year two have the correct phonic knowledge (in line with the Read Write Inc Program) and those who do not, have additional support to boost phonics knowledge. Currently 70% of year 1 children are on track to have the correct phonic knowledge (in line with the Read Write Inc Program) by year 2 but additional support is in place to increase this number.</p> <p>June 2020 Currently 77% of children in year two have the correct phonic knowledge (in line with the Read Write Inc Program) and those who do not, will have additional support to boost phonics knowledge in year 3. Currently 70% of year 1 children are on track to have the correct phonic knowledge (in line with the Read Write Inc Program) by year 2. We wish to continue this target into the new academic as reading underpins all achievement.</p>

<p>To ensure that teaching across the school is good or outstanding and utilises improving learning through an understanding of meta cognition and high quality feedback.</p>	<p>To utilise experienced staff members, offering TLR's and 0.5 days to monitoring and implement effective teaching and learning across the school.</p>	<p>Quality first teaching is the essence of success. Through employing staff to drive this forward we can ensure positive outcomes for disadvantaged learners.</p>	<p>Training in meta-cognition and monitoring of leaders effectiveness in improving standards.</p>	<p>Head teacher</p>	<p><u>January 2020</u></p> <p>Our whole curriculum is currently being designed around concepts, knowledge and skills development so that across year groups, children can connect new concepts, knowledge and skills to old ones and build progression onto previous learning intent. All staff in terms of curriculum design – through training, guidance and coaching- are clear that excellent learning needs to take place over an extended period time, and as such learning intentions must be revisited and progressed upon. This relates to not what is learnt but how (meta cognition). The impact of this will be seen in the children's books and learning over time and teaching in this way is either good or outstanding.</p> <p>In designing learning based around metacognition, planning is more specific to the children and the curriculum design relates to content that is important and relevant to them in their context (which is evidenced in the book) and marking and feedback also demonstrates this across the school.</p> <p>Two members of staff have been placed on an assessment for learning research project to also develop how children learn and the best way to give and receive feedback. This will in turn develop teaching and learning across the school.</p> <p>Additionally, teaching policies now reflect all of the above statements and give clear guidelines to metacognitive practises in differing subjects, (for example explaining the effectiveness of teaching reading by adults modelling skills)- further ensuring the development of good or outstanding teaching and learning.</p> <p><u>June 2020</u></p> <p>An entire curriculum is planned and ready and accounts for the needs of our children. It has been used up until the schools were closed for Covid- 19 and units have been amended and evaluated. There is clear progression across year group content. Moving into next year we will utilise phase leads to support recently qualified teachers in delivering this curriculum effectively. This target will be continued into next year.</p>
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<p>An increase in resilience and mental wellbeing in all children.</p>	<p>Adopt and resource and implement a new PSHE scheme.</p>	<p>A well thought out scheme for PSHE will ensure our curriculum has quality content with which to develop the whole child.</p>	<p>Regular monitoring of intent, implementation and impact of curriculum by senior leaders.</p>	<p>Assistant Head Teacher</p>	<p><u>January 2020</u></p> <p>The PSHE scheme is in place with additional training for it being given this term to develop its implementation and impact. In essence a good PSHE scheme should impact the whole curriculum and this is what we wish to achieve by the end of the academic year.</p> <p><u>June 2020</u></p> <p>The children only had 6 weeks of engagement with this PSHE due to the closure of schools through Covid- 19. Because of this it would be difficult to assess the impact this has had until the following year. We wish to continue this target into the new academic as mental wellbeing underpins all achievement.</p>
<p>To ensure quality curriculum through relevant specialists (specifically in music and chess).</p>	<p>Year 1 and 2 receive tuition from music specialist with a focus on percussion.</p> <p>Year 3 receive chess lessons.</p> <p>Year 5 and 6 receive tuition for whole class brass lessons.</p>	<p>For children to be successful they need a broad curriculum. Using specialists ensures that we maintain the quality of teaching and learning in areas that may be otherwise weaker.</p>	<p>Monitor implementation and impact of specialists by ensuring that lesson outcomes match explicitly the necessary curriculum coverage and assess whether in these areas the children have met and exceeded relevant milestones.</p>	<p>Broader Curriculum Subject Leader</p>	<p><u>January 2020</u></p> <p>So far the provision has ensured that year 1 and 2 are receiving high quality teaching and additionally a long term plan has been put in place to ensure across all year groups, teachers and professionals deliver a correct level of progression is within the learning. At year 5 and 6 classes are excelling at meeting objectives in the long term plan and are also having opportunities to perform musically to wider audiences due to the opportunities on offer from outside professionals</p> <p>The year 3 children are fully engaged in chess and many are now also accessing an additional club outside of school hours. Some children are now playing chess at county level.</p> <p><u>June 2020</u></p> <p>All provision was continued until closure. Importantly, all year 6 children who move on into secondary school can play an instrument and can read stave notation for music. Additionally all specialists were provided with necessary curriculum coverage plans and coverage of curriculum was monitored to ensure entire coverage and relevant coverage for respective year groups</p>
<p>Total budgeted cost</p>					<p>£ 49901</p>
<p>ii. Targeted support- all targeted support will be initiated following assessment or from a recognised need, established through data analysis or interviewing the children and/ or parents.</p>					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of implementation
Disadvantaged children to acquire and understand all relevant vocabulary for their year group.	Class teachers to send vocabulary lists home through online portals. Identified children to be pre-taught relevant vocabulary.	Evidence The Pupil Premium (Rowlands, 2015) which identifies the acquisition of vocabulary as fundamental to achievement and social mobility.	Monitoring by inclusion lead and guidance from class teachers to TAs to deliver pre-teaching effectively.	Inclusion Lead	<p><u>January 2020</u></p> <p>Actions are being undertaken and impact of this will be measured across the school year. Anecdotally, children are developing depth within their learning of concepts as they are using the subject specific vocabulary within the correct contexts to help them explain their understanding.</p> <p><u>June 2020</u></p> <p>Anecdotal evidence of the use of subject specific language by disadvantaged children was seen through lesson visits; however, due to Covid-19 closures, it was not possible to measure impact effectively. This area of vocabulary development must be continued into the following year to see impact longitudinally. We wish to continue this target into the new academic as language acquisition is fundamental to academic success and the demands of the curriculum rely on the knowledge based within subject specific language.</p>
To engage with hard to reach parents- helping them to understand the important role they play in raising their child's aspirations for success and also in setting expectations for their	Targeted support for children who begin to fall behind, or for these children whose parents do not attend school events such as TLCs or open afternoons, where class teachers and senior leaders work with parents to give support in	Evidence from The Science of Learning (Busch and Watson, 2019) which shows a direct correlation between expectations and aspirations in providing a pathway to academic success. (Children must have high expectations of themselves and this must be reinforced at home)	Regular monitoring of pupil attainment and in correlation with this necessary work with children and families. This will be monitored by the SLT.	Class Teacher/ Phase Leaders.	<p><u>January 2020</u></p> <p>100% of parents attended TLC's. Parental engagement is closely monitored and class teachers are intervening and assisting where necessary.</p> <p><u>June 2020</u></p> <p>100% of parents attended TLC's. Parental engagement is closely monitored and class teachers are intervening and assisting where necessary.</p>

All children in school have attendance above 95%.	Targeted support for families of children whose attendance is poor- offering free breakfast clubs and morning nurture groups to those children who do not attend. Ensure	Attendance to school is imperative for success and as such we need to give children and parents more reasons for the child to attend.	Regular monitoring of attendance and interviews with children to ascertain if actions implemented help them with their attendance and accordingly develop positive attitudes towards school.	Head Teacher	<p><u>January 2020</u></p> <p>Currently the schools overall attendance is at 96%. The head teacher monitors attendance across each term and individually and takes actions relevant to the families, children and their context. Children who are pupil premium are currently at 98% attendance.</p> <p><u>June 2020</u></p> <p>As of the 20th March 2020 (the last day before the school closed due to Covid-19) the schools overall attendance was at 95.6%. The head teacher monitors attendance across each term and individually and takes actions relevant to the families, children and their context. Children who are pupil premium were at 98.6%</p>
Happy, resilient children with high levels of self- esteem who are socially able.	School to offer wider experiences to targeted children within school to create more opportunities for success and self- development; for example through the use of Forest School, Chess Programs, Rock Steady Music and Drumming Club.	Evidence from The Science of Learning (Busch and Watson, 2019) outlines the importance of developing resilience for success and the contributing factors to this being a sense of perspective (self- reflection), staying healthy and social support. The experiences offered will attempt to develop these contributing factors to resilience.	Monitoring of impact through Boxall profile and relevant effects on academic progress and attainment.	Head Teacher	<p><u>January 2020</u></p> <p>Child's voice has shown that children undertaking wider experiences are developing levels of happiness and self- esteem. Our next step is to correlate this with academic achievement.</p> <p><u>June 2020</u></p> <p>Due to school closures, we were unable to take Boxall measures of the success of the chess program and we believe that it is too early to say the impact it may have on academic attainment; however pupil voice of children attending forest school was 100% positive and for many of them was their favourite part of the school week. Similarly children who attended music clubs through bursaries felt it was one of the best parts of their week. We offered all of year 3 chess lessons; additionally we offered a subsidised chess club which was attended by 36% of this class.</p>
Total budgeted cost					£ 4750
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	Review of implementation

<p>All children to have access to school educational visits ensuring monetary cost is no barrier.</p>	<p>Subsidise all visits by at least half their value. Assist with bursaries for residential visits.</p>	<p>In doing this, this forms positive relationships with the school and the parents- ensuring that regardless of income, all children have equal access.</p>	<p>Attendance on educational visits should be at 100%</p>	<p>Head Teacher</p>	<p><u>January 2020</u></p> <p>All relevant children have received bursaries for residential visits and educational visits have so far had 100% attendance.</p> <p><u>June 2020</u></p> <p>All relevant children have received bursaries for residential visits and educational visits have so far had 100% attendance. Unfortunately our main bursary for our residential visit was not used as it had to be cancelled due to Covid- 19 closures.</p>
<p>All PP children access an afterschool club, widening their life experiences.</p>	<p>Each child will be given £50 per term towards a club.</p>	<p>In doing this, this forms positive relationships with the school and the parents- ensuring that regardless of income, all children have equal access.</p>	<p>Monitor termly uptake and ensure that those children not accessing clubs are given a choice of something that they would like to take part in to ensure a widening of experience.</p>	<p>Head Teacher</p>	<p><u>January 2020</u></p> <p>Currently 50% of children use this bursary and as such in the following term we will increase uptake and investigate what further clubs could be offered to engage interest.</p> <p><u>June 2020</u></p> <p>We gave had an increase in PP children. Since that increase and as of March, before school closures, we had 53% uptake.</p>
<p>Total budgeted cost</p>					<p>£ 7647</p>

