

Lyncrest Primary School Pupil premium strategy statement (primary)

1. Summary information					
School	Lyncrest Primary School				
Academic Year	2020-2021	Total PP budget	43350	Date for next internal review of this strategy	January 2021
Total number of pupils	202	Number of pupils eligible for PP	33		

1. Current attainment KS2 attainment based on 2019 results (no results in 2020 due to Covid-19 and test cancellation)				
	<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 based on 2019 results (no results in 2020 due to Covid-19 and test cancellation)				
	<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 (for some pupil premium children in our context)

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.	Increased knowledge of all relevant subject specific vocabulary across the curriculum for disadvantaged children.	Within each year group, children can articulate meanings and use relevant vocabulary when asked to.
C.	Heavily subsidised experiences and clubs to disadvantaged children, to give equality of opportunity.	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.	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 on the schools class dojo)
F.	Parents of disadvantaged children to be fully engaged in all aspects of their child's schooling- recognising the importance of academic achievement to increase later life chances.	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 additionally articulate their strengths and relative weakness. They will be able to see themselves positively and articulate this.

4. Planned expenditure

Academic year

2020-2021

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 EYFS curriculum lead and KS1 phase lead. Training to develop language through play (with the implementation of this monitored).	EYFS curriculum lead KS1 phase lead.	
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>To ensure that teaching across the school is good or outstanding and utilises improving learning through 9 specific strategies and actions outlined by the Education Endowment Fund:</p> <ol style="list-style-type: none"> 1. Collaborative Learning 2. Early Years Interventions 3. Feedback 4. Mastery Learning 5. Metacognition and Self-Regulation 6. One to One Tuition 7. Oral Language Interventions 8. Peer Tutoring 9. Reading Comprehension Strategies 	<p>To utilise experienced staff members, offering TLR's and 1 day to monitoring and implement effective teaching and learning across the school.</p> <p>To utilise actions and strategies from the Education Endowment Fund's Teacher Toolkit that specifically improve the progress of children by five months or more (verified by research) embedding these actions in teaching and learning.</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>Education Endowment Foundation provides research on actions that improve academic progress by five months or more.</p>	<p>Training in meta-cognition and monitoring of leaders effectiveness in improving standards</p>	<p>Assistant Head Teacher</p> <p>Key Stage Leads</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/ subject leads</p>	<p>Assistant Head Teacher- PSHE subject Lead Inclusion Leader- PSHE subject Lead</p>	
<p>To ensure quality curriculum through relevant specialists (specifically in music and chess).</p>	<p>Year 1 and 2 to receive tuition from music specialist with a focus on percussion. Year 3 to receive chess lessons. Year 5 and 6 to 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>Head Teacher Music Subject Lead</p>	
Total budgeted cost					£ 49901
<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.	<p>Class teachers to send vocabulary lists home through online portals.</p> <p>Identified children to be pre- taught relevant vocabulary.</p>	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	
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 learning.	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 helping parents to help their children.	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)	<p>Regular monitoring of pupil attainment and in correlation with this necessary work with children and families.</p> <p>This will be monitored by the SLT.</p>	<p>Assistant Head Teacher</p> <p>Class Teacher/</p> <p>Phase Leaders.</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 targeted children are given activities through bursaries or	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	
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 Sports Clubs	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 schools well-being, engagement and emotional intelligence scale and relevant effects on academic progress and attainment.	Head Teacher Inclusion Lead	
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>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 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>	
Total budgeted cost					<p>£ 7647</p>