

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.	Role play areas changed frequently to match the topic being studied. Vocabulary evident and opportunities for independent writing seen through the provision of stampers, notebooks, tickets ... Continued to develop vocabulary in EYFS and using Tapestry / Dojo to communicate with parents and support EAL children. Multi-lingual support within Nursery to support the increasing levels of EAL children with little or no English.
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	Due to school closure last year, Year 2 pupils completed their phonics screen test in December 2020. 86% of the class passed this assessment. Actions: <ul style="list-style-type: none">• Sound interventions for the pupils who are not at expected levels.• Pupils who are working below will continue to participate in RWI lessons/activities.• To maintain bubbles, Year groups are taking their own phonics groups. Year 2 are all within the classroom and completing carousel activities including: guided reading, language development, dictionary work and RWI sounds activities.

<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>	<ul style="list-style-type: none"> • RWI assessments completed on R, 1 and 2 and children and the three classes groups by ability. Sessions run daily for 30 minutes with additional phonics interventions in the afternoon. • Teaching and Learning Leads for KS1 and KS2 mentoring staff and monitoring. Actions set after each visit to improve teaching practices. • Co-teaching within lower KS2 to look at how to develop well-paced maths lessons and how to adapt planning to meet the needs of all pupils. • Staff training on Metacognition booked for January 2021. Training moved due to school closures. Metacognition training booked for Wednesday 28th April via Zoom. All staff to attend. • Pupils win Year 1 split in 3 groups for more targeted quality first teaching. Children who are PP and lower achievers are within a smaller groups giving them more time (lower adult to child ratio) with an adult. • Pupils in Years 3 & 4 are to be streamlined, based upon current ability, into 3 groups – reading, writing and maths. PP children who are also lower attainers within a smaller group. These groups allow for the more focused lessons to address their specific catch-up needs. • Good or accelerated progress within core subjects in most year groups; however, SLT need to review interventions for KS2 in September as attainment is low and this will make it more challenging for the majority of pupils to achieve the expected standard at the end of the next academic year. Success evident in key year groups and good teaching practice to be shared within the school, e.g. 96% of Year 5 pupils made accelerated progress in Maths.
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An increase in resilience and mental wellbeing in all children.	Adopt and resource and implement a new PSHE scheme.	A well thought out scheme for PSHE will ensure our curriculum has quality content with which to develop the whole child.	Regular monitoring of intent, implementation and impact of curriculum by senior leaders/ subject leads	Assistant Head Teacher- PSHE subject Lead Inclusion Leader- PSHE subject Lead	<p>Information to describe the structure and content of our PSHE lessons disseminated to all parents via the class Dojo.</p> <p>Two terms of Jigsaw PSHE have been completed by all year groups.</p> <p>Due to the restrictions of lockdown and a concern over the well-being of all pupils, AHT contacted the school nurse team regarding podcasts and links to well-being sites.</p> <p>Well-being information shared on Dojo with families to support at home. Staff offered training to help pupils with bereavement. Level 2 accredited training available to all stakeholders and shared on Dojo.</p> <p>PSHE taught in each year group and assemblies to focus on core values.</p> <p>TA in Year 4 attended a training session on resilience and coping and to look at how we could implement a well-being station in the classrooms.</p> <p>Relationship Education taught in Term 6 to equip children with the knowledge and emotional maturity to understand the changes that occur as they age. Elements of relationship education focus on how to build and maintain good friendships.</p> <p>Only two parent queries received relating to concerns over the teaching of sex education.</p> <p>Assemblies celebrating the diversity we see in our local community, values and resilience led by SLT.</p>
To ensure quality curriculum through relevant specialists (specifically in music and chess).	<p>Year 1 and 2 to receive tuition from music specialist with a focus on percussion.</p> <p>Year 3 to receive chess lessons.</p> <p>Year 5 and 6 to receive tuition for whole class brass lessons.</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.	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.	Head Teacher Music Subject Lead	<p>Music lessons for Years 5 and 6 took place during Terms 1 & 2. Although lessons are not taking place for whole class sessions within school, the Brass teacher has provided additional activities that children can access at home (10 Pieces, understanding your brass instrument and rhythm).</p> <p>Private lessons are continuing online including weekly sessions with Rock Steady.</p> <p>All music lessons continued in March 2021 including Rock Steady. Hoodies ordered for PP children and will arrive this term.</p> <p>Chess lessons to continue to Year 3 in the afternoon.</p> <p>Year 3 received Chess lessons through to Term 6. Chess club offered to Year 3 and 4.</p> <p>Music lessons continued into Term 6 with brass completing their units at the end of June. Further work in the classroom will focus on composition. Year 1 and 2 continue to receive music lessons from NMPAT. This will continue in September.</p> <p>Music celebrated in assemblies to increase children's cultural capital.</p>

Total budgeted cost £ 49901

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.

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>Targeted for interventions and pre-teaching of subject specific language before and during units of learning.</p> <p>Continue during lockdown via online interventions organised by the class TA and monitored by the Inclusion Lead.</p> <p>March 2021 key vocabulary to be shared within the classroom sent home via the Dojo to support targeted pupils. Language visible within the classroom and, through monitoring, clearly used within lessons.</p> <p>Vocabulary developed within broader curriculum planning. Pupils lack a broadened bank of vocabulary, especially non-fiction language; this will need developing further in the new academic year. SLT to review the process of sharing new vocabulary. How are children using new vocabulary within their conversations and written work? How is vocabulary revisited to improve long-term retention?</p>

<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 learning.</p>	<p>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.</p>	<p>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>	<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>	<p>Contact with parents who are disengaged. Whole school approach to home learning reviewed and to be implemented in January 2021.</p> <p>With lockdown and remote learning, SLT to disseminate home learning packs and collect completed work weekly followed up by contact via Dojo/phone if there is a lack of engagement.</p> <p>Home learning packs collected by SLT and marked by the class teacher. Any families not completing the work contacted by telephone or by a home visit.</p> <p>Term 5 – Homework sent out on Friday's and clear expectations explained in the parent's newsletter. SLT to arrange meetings with families who are not supporting their children to help facilitate this process.</p> <p>Support given to parents struggling with bereavement. School maintains regular contact. HLTA to complete bereavement work with 2 children who are struggling with the loss of a parent. Their other parent is supportive of this process.</p> <p>Hub Homework Club offered to parents who identified that motivating their child to read at home or practise spellings/times tables was challenging. Could we continue this in September and promote this resources in Term 1 to improve parental engagement in home learning?</p>
<p>All children in school have attendance above 95%.</p>	<p>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.</p> <p>Ensure targeted children are given activities through bursaries or</p>	<p>Attendance to school is imperative for success and as such we need to give children and parents more reasons for the child to attend.</p>	<p>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.</p>	<p>Head Teacher</p>	<p>Attendance at 94% before Christmas break. This has been affected by pupils needing to isolate for 10-14 days due to contact with a member of family who were symptomatic or had positive Covid-19 tests.</p> <p>At present, we have approximately 60 children attending EYFS and key worker groups. This is around 25% of the school population in.</p> <p>Attendance from September to June 30th at 92%. Attendance affected by periods of isolation, whole year groups before Christmas, and individuals throughout the year. Some children have experienced more than 1 period of isolation due to parents positive cases or older siblings in secondary school. Covid positive cases in school minimal.</p>

Happy, resilient children with high levels of self-esteem who are socially able.	School to offer wider experiences to target 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	<p>During September – December</p> <ul style="list-style-type: none"> Year 3 received weekly chess lessons and were able to access a chess during a before school club. Other clubs that ran during this time are football, multi-sports, Hotshots and Rock Steady music. Forest School sessions provided targeted groups with opportunities to build up self-esteem and confidence. <p>During remote learning, class teachers have used Zoom lessons as a way of staying in communication with their class. The whole school is taking part in well-being activities on Friday's to help pupils' who are struggling to stay motivated. A variety of fun activities are planned that can easily be resourced from things found in the home, e.g. dream jars for the BFG.</p> <p>SLT to carry out weekly assemblies within key stage bubbles. Assemblies in Terms 5 & 6 focused on core values, diversity, perseverance and resilience, and tolerance. Knowledge and understanding of the diverse nature of our community in Northampton limited due to limited social environments.</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
All children to have access to school educational visits ensuring monetary cost is no barrier.	<p>Subsidise all visits by at least half their value.</p> <p>Assist with bursaries for residential visits.</p>	In doing this, this forms positive relationships with the school and the parents- ensuring that regardless of income, all children have equal access.	Attendance on educational visits should be at 100%	Head Teacher	<p>Visits currently on hold in line with government guidance.</p> <p>Class teachers to look at online resources to extend learning.</p> <p>Outside activities explored through MAD Education.</p> <p>Year 1 and 2 visited the local church. No other external trips taken place due to Covid restrictions.</p>

All PP children access an afterschool club, widening their life experiences.	Each child will be given £50 per term towards a club.	In doing this, this forms positive relationships with the school and the parents- ensuring that regardless of income, all children have equal access.	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.	Head Teacher	<p>PP children offered opportunities to take part in AS clubs and Forest School.</p> <p>All children will have the opportunity to participate in Archery lessons within the school day.</p> <p>Children from KS1 and KS2 have taken part in Archery sessions as an additional activity within the school day and in PE lessons to prepare for Sports Day. How can we develop this in September? Is it possible to run a club before or after school?</p> <p>Afterschool and breakfast club were not available in Terms 4 & 5 due to low uptake. Both clubs are running in Term 6 and uptake is good.</p>
Total budgeted cost					£ 7647