

Pupil premium strategy statement (primary)

1. Summary information					
School	Lyncrest Primary School				
Academic Year	2017-18	Total PP budget	59400	Date of most recent PP Review	July 2017
Total number of pupils	210	Number of pupils eligible for PP	45	Date for next internal review of this strategy	July 2018

2. Current attainment		
KS2 (2017 provisional data)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average for non- disadvantaged pupils)</i>
% achieving age expected, or above, in reading	50%	77%
% achieving age expected, or above, in writing	70%	81%
% achieving age expected, or above, in maths	80%	80%
% achieving age expected, or above, in reading, writing & maths	40%,	67%
KS1 (2017 provisional data)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average for non- disadvantaged pupils)</i>
% achieving age expected, or above, in reading	50%	(No National figure available at this time)
% achieving age expected, or above, in writing	50%	(No National figure available at this time)

% achieving age expected, or above, in maths	50%	(No National figure available at this time)
% achieving age expected, or above, in reading, writing & maths	25%,	(No National figure available at this time)
Phonics 2017		
% achieving phonics screen check	83%	84%
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 and also the skills needed to infer meaning.	
B.	At KS1, children need to have access to high quality phonics in small groups at their level.	
C.	Inability to solve mathematical problems efficiently due to a solid grasping of number and calculation processes.	
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

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 by ensuring children have a secure understanding of number and calculation	Pupils eligible for pupil premium in all classes will meet / exceed age related expectations for mathematics.

5. Planned expenditure						
Academic year	2017-2018					
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 /	What is the evidence and	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	

<p>Improve reading comprehensions skills, both oral and written for PP pupils in every class.</p>	<p>Whole class guided reading and follow up intervention</p>	<p>Analysis of reading test (KS1 and 2, 2017) has identified that our pupils need to focus on understanding of vocabulary and higher order reading skills (inference).</p>	<p>The targets and key pupils are recorded in a Purple Book system. This is a communication tool that ensures that every Class teacher and Teaching Assistant are aware and are recording progress. This is monitored weekly and targets adjusted as required.</p>	<p>Inclusion Manager and English Leader</p>	<p>July 2018 At KS2 83% of Pupil Premium children meet the expected standard in reading. Across the whole school 73% of Pupil Premium children met age related expectations in comparison 47% in January. Further to this, a scheme to assist whole class guided reading was introduced having marked impact on progress and therefore attainment.</p>
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<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>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>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.</p>	<p>Inclusion Manager and RWI Manager</p>	<p>July 2018. 33% of our foundation stage and KS1 writers, who are pupil premium were at the expected standard; however, all Pupil Premium children in Foundation stage made better than expected progress and 57% of children in KS1 made expected or more than expected progress. Overall in Foundation Stage and KS1 70% of children made at least expected Progress.</p>
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Improve mathematical skills in problem solving.	Implement and embed the Inspire Maths approach. (This uses the Singapore Approach – using bar method to problem solving.) and additionally focus on discrete calculation lessons and appropriate and necessary intervention.	As emphasised by the Education Endowment Fund the use of Singapore style mathematics with a key focus on developing number and calculation from a concrete/ pictorial/ abstract understanding is integral to success in mathematics.	Regular monitoring by extended leadership team.	Inclusion Manager And Mathematics Leader	<p>July 2018</p> <p>66% of pupil premium children are in line with expectations, currently. Pupil premium children are being targeted for additional 1:1 support with either pre teaching or catch up work. Children in year 5 and 6 have been streamed across their year group into smaller groups of 15 children.</p> <p>The year 6 end of KS2 Results show that 75% of pupil premium children met the expected standard and age related expectations (which were at 50% in January)</p>
Total budgeted cost					£35249
ii. Targeted support					
Desired outcome	Chosen action /	What is the evidence and	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Reading comprehension (assessed from last year)</p>	<p>After whole school assessment, children who are below chronological age will receive 1:1 or small group support.</p>	<p>Reading data suggests that the comprehension and understanding of our children needs developing.</p>	<p>Regular monitoring by Inclusion Leader and English Leader</p>	<p>Inclusion Leader and English Leader</p>	<p>January 2018 This has improved the progress of the children as the vast majority of those children are broadly in line with expectations; however, we are developing now diagnosing whether word reading or comprehension are the areas of development in children's reading to better develop fluency and comprehension separately. As such the figure of 47% of pupil premium children in line with year group expectations should rise and the difference between disadvantaged and non disadvantaged should diminish.</p> <p>July 2018 At KS2 83% of Pupil Premium children meet the expected standard in reading. Across the whole school 73% of Pupil Premium children met age related attainment.</p>
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Targeted support for maths	Termly focus for discrete calculation lessons and necessary 1:1 or small group intervention.	Key stage data suggests calculation is an area of development and as such children need further support to develop these skills.	Regular monitoring by Maths Lead.	Maths Lead	<p>66% of pupil premium children are in line with expectations, currently. Pupil premium children are being targeted for additional 1:1 support with either pre teaching or catch up work. Children in year 5 and 6 have been streamed across their year group into smaller groups of 15 children.</p> <p>The year 6 end of KS2 Results show that 75% of pupil premium children met the expected standard and age related expectations (which were at 50% in January)</p>
Total budgeted cost					£16333
iii. Other approaches					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this	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 (NMPAT) 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.	Music Leader	January 2018 All children Pupil Premium children in these year groups are continuing to undertake music lessons. July 2018 As of July 2018 it was decided to continue this programme with an additional brass teacher to accelerate the progress of all the children.

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	July 2018 At present 46% of children have accessed this money. We will put measures in to increase the involvement of this over the next term.
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	July 2018 All classes and children accessed free visits.

Engagement in Lego Therapy sessions to improve group work skills, collaboration and listening skills.	Lego Therapy	Some children in the school have a need to collaboration and listening skills to be improved. Lego Therapy is an approach that looks at improving these skills in a controlled environment.	Regular monitoring and evaluation by Inclusion Leader	Inclusion Leader	July 2018 The children's experience of this is positive and it can be recognised that skills from these sessions are being transferred to aspects within the classroom .
Total budgeted cost					£7818.00

6. Review of expenditure				
Previous Academic Year		2016-2017		
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 comprehensions skills, both oral and written for PP pupils in every class.</p>	<p>Focused 1:1 reading followed by comprehension questions (oral) and then one written question. (age related)</p>	<p>For all children to meet age expected or higher in reading or to close the gap by making accelerated progress.</p>	<p>This approach will be continued but with a focus on inference questions in 1:1 and small groups. All children have been assessed using the new Salford reading assessment which gives not only a reading age but also a comprehension age. This data was used to decide which children needed the intervention to close the gap. <i>This is not specific to children who are pupil premium though.</i></p>	<p>(£37108 accumulated for all targets in Quality Teaching for All)</p>
<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>Phonics intervention for children who require additional support. Some children access this in small groups, others in 1:1. This is reviewed after each RWInc assessment (roughly every 6 weeks) to ensure the intervention is relevant.</p>	<p>We will continue this approach and meet regularly with the RWInc Managers for support to remain relevant. We will look at pairing staff to ensure provision is quality first teaching.</p>	<p>(£37108 accumulated for all targets in Quality Teaching for All)</p>

Improve mathematical skills in problem solving.	Implement and embed the Inspire Maths approach. (This uses the Singapore Approach – using bar	80% of our pp KS2 children meet the standard (national was 81%) with 10% achieving a higher level. Children were more confident in approaches to solve problems.	This approach is definitely key and as such in the next year, support and guidance should be put in place to support all children to meet a secure standard in problem solving .	(£37108 accumulated for all targets in Quality Teaching for All)
ii. Targeted Support				
Pupils in Year 6 are working to best of their ability and reach age related expectations or above.	1:1 intervention	Writing and Maths were broadly in line with national; however only half our pupil premium children met the expected standard in reading.	In the following year a focus upon developing reading comprehension skills and most importantly inference skills (derived from question level analysis) is imperative.	(£21120 accumulated for all targets in Targeted Support)
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.)	23/45 children accessed clubs through the pupil premium budget in 2016-2017. Limelight: 4 Football club: 6 Hotshots: 7 Taek Won Do: 5 External Club: 1	As this is popular and well used by children and parents and allows inclusivity we shall continue this next year.	(£21120 accumulated for all targets in Targeted Support)

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.	All PP children had the opportunity to	As this promotes inclusivity for enhancing the curriculum we shall continue this next year.	(£21120 accumulated for all targets in Targeted Support)
iii. Other Approaches				
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	All children have had access to Music lessons and 100% of children leaving year 6 were able to read stave notation, giving them a better starting point when accessing a music curriculum at secondary school.	This approach will continue to allow inclusive access to music lessons and to provide a better musical starting point for secondary school.	£1 050

7. Additional detail

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

July 2017 83% PP pupils passed Year 1 phonics screening.