



Pupil Premium Strategy 2018/19

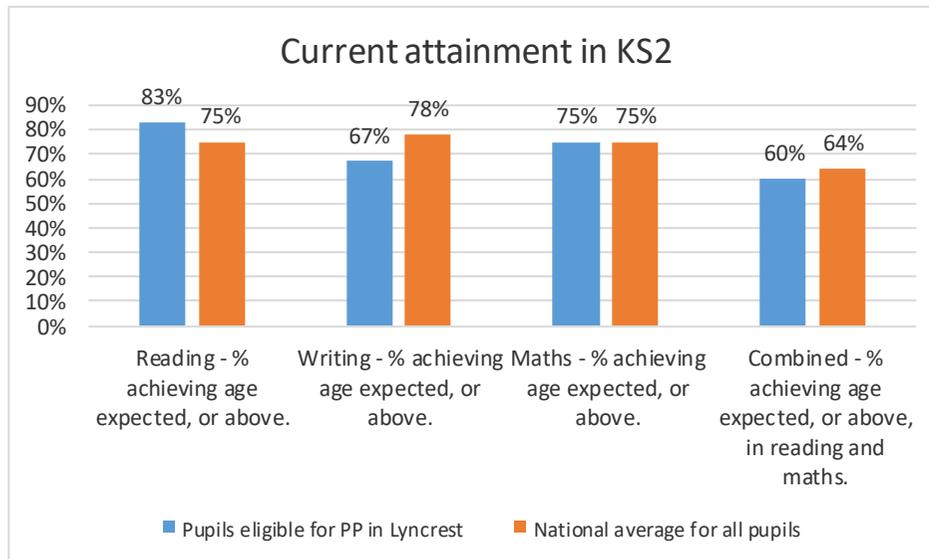
Lyncrest Primary School context

Total number of pupils eligible for pupil premium funding (A)	Number of pupils eligible for free school meals in the last six years (ever 6 FSM). Still on role.	Total number of Disadvantaged pupils (A + B + C)	Number of eligible boys	Number of eligible girls	Number of looked after children (LAC).	Number of post-LAC	Number of service children (C)
16 (7%) (National 14%)	14	30 (13 %)	9	6	0	0	1

Correct at 09.10.18.

Current attainment KS2 2018 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	83 % (2017-50%, 2016-63%)	67 % (2017-70%, 2016-100%)	75 % (2017-80%, 2016-75%)	67 % (2017-40%, 2016-63%)
National average for all pupils	75 %	78 %	75 %	64 %

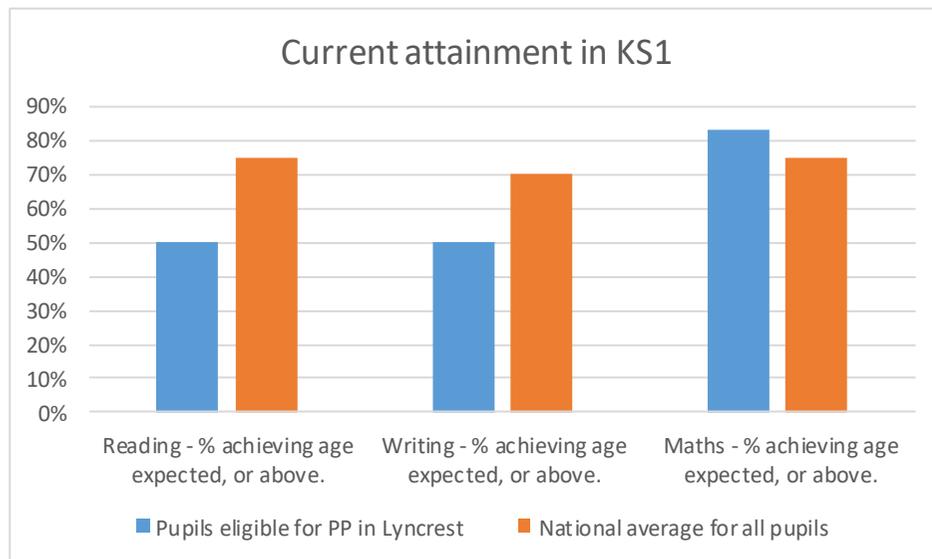


Notes from the data.

- In reading, our PP children achieved more highly than the national average for all pupils.
- In writing, our PP children underperformed against the national average for all pupils. Writing is a key area for improvement in the school.
- In mathematics, our PP children performed as well as the national average for all pupils.
- For all subjects combined, our PP children achieved more highly than the national average for all pupils.

Current attainment KS1 2018 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	50%	50%	83%	83 %
National average for all pupils	75 %	70 %	76 %	82 %



Notes from the data.

- In reading, our PP children underperformed against the national average for all pupils.
- In writing, our PP children underperformed against the national average for all pupils. Writing is a key area for improvement in the school.
- In mathematics, our PP children performed more highly than the national average for all pupils.

Review of the 2017/18 academic year		Total pupil premium allocation for 2017/18: £59, 400	
Summary of objectives	Summary of expenditure	Impact on progress and attainment of eligible pupils	Comments
Strand – Quality teaching for all. 1. Improve reading comprehension, both orally and written.	£37,108. For all QFT initiatives.	2017/18 KS2 SAT reading results show that 83% of pupil premium children achieved the expected standard (National 75%) and 25% achieved the higher standard (National 28%). Across the whole school, 73% of PP children met age related expectations. A scheme to assist whole class guided reading has been introduced and is having a marked impact on progress and therefore attainment.	Even though our results have improved, we still need to concentrate on ensuring the most able disadvantaged children are sufficiently challenged so they can achieve at the highest levels.
2. Improve reading and writing skills in Foundation Stage (FS) and Key Stage 1 (KS1) through access to high quality phonics in a small groups.		<u>Reading</u> In the FS, 2/3 (67%) pupils achieved the expected standard. They all made accelerated progress and the gap is closing. In KS1, 2/7 (29%) pupils achieved the expected standard. <u>Writing</u> 33% of our FS and KS1 PP writers are at the expected standard. However, all PP children in FS made better than expected progress and 57% of KS1 PP children made expected or more than expected progress. Overall in the FS and KS1, 70% of children made at least expected progress.	We need to continue the relentless focus on phonics and reading for the youngest children and track more carefully the progress of those children in KS1 to ensure they are supported effectively. We need to track more carefully the progress of pupil premium children to ensure they are supported effectively.

3. Improve mathematical skills in problem solving by ensuring children have a secure understanding of number and calculation.		<p>2017/18 KS2 SAT mathematics results show that 75% of pupil premium children achieved the expected standard (National 75%) and 8% achieved the higher standard (National 24%). This is a three year upward trend and our pupils are closing the gap.</p> <p>Internal data shows that 25/39 (64%) of pupil premium children are working in-line with their age related expectations.</p>	Through the introduction of a new scheme of work (Inspire Maths) the teaching staff gained a great deal of expertise in using the bar model and other visual methods for problem solving. The scheme will be adapted next year to more closely match the needs of our children.
Strand – Targeted Support and removing Barriers	££21,120 for all Targeted support measures.	Our KS2 results were in-line with the national average.	This intervention is effective for Year 6 children but we need to concentrate on gaining comprehension and especially inference skills for all.
4. Pupils in Year 6 are given 1:1 support to reach their potential.			
5. Full engagement in clubs resulting in pupils enjoying regular exercise or new interests. (£3,450.)		<p>46% of children have accessed this opportunity.</p> <p>Limelight musical theatre– 4 Football club – 6 Hotshots basketball – 7 Taek Won Do – 5 External club - 1</p>	We need to ascertain what further barriers there are that are preventing the children from using this provision. We will do this through discussion with parents and pupils.
6. Full engagement in curriculum visits and visitors to support and enhance learning opportunities.		All children in all classes, including PP children, accessed free educational visits and visitors.	We need to ensure that PP children do not miss out on any educational opportunities but to use this funding wisely, non-disadvantaged pupils will have to contribute to educational visits.
7. Engagement in Lego Therapy sessions to improve group work, collaboration and listening skills.		The targeted children enjoyed the experience of these sessions.	We need to measure the impact this intervention has, perhaps by using the Boxall Profile tool.

<p>Strand – Other Approaches</p> <p>8. All upper KS2 PP children leave Lyncrest with the skills to play a musical instrument.</p>	£1050.	All PP children take part in these lessons.	We would like to encourage more PP children to continue playing a musical instrument outside of these lessons.

Pupil premium objectives for 2018/19

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

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 interventions 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 interventions 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 interventions 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 traditionally have low attainment on entry to EYFS. It is our belief that children of this age are highly responsive to intervention 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 organized 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 interventions and all interventions 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	Timescales	Person responsible	Cost/resource implications
<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>From Term 2 (following the first round of attendance data).</p>	<p>Pupil Premium Champion (PP Champion) will liaise with the head teacher each time the attendance data is analysed.</p> <p>TG to provide PP Champion with attendance data plus late records when attendance data is passed to the head teacher.</p>	<p>£9,000.</p> <p>£12.50 per child, per week. Approximately 20 children x 36 weeks = £9,000.</p>
<p>1b. Follow up on our successful '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>From Term 2</p>	<p>Daily - TG to provide Head teacher or either Assistant Head Teacher with a list of names and addresses.</p>	<p>Time to visit only.</p>

Objective 2: Quality First Teaching

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
2a. Course for mastery - details	<p>Senior leaders will have a clearer understating of what 'mastery' looks like and will be 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>	From Term 3 (training booked for November 2018).	Head teacher to ensure senior leaders attend training.	<p>£600.</p> <p>Cost of the course.</p>
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 interventions to boost attainment.	From Term 2 following the first data point.	JC, SM and CB to jointly oversee Pupil Progress Meetings. They will report to the head teacher.	None.
<p>2c. Ensure that teachers know which of their pupils are PP and acknowledge that they are accountable in ensuring they have made good progress.</p> <p>Each staff meeting teachers will list their vulnerable pupils which will include PP, EAL, SEN and LAC.</p>	All teachers will know which children are disadvantaged so they can plan effectively to ensure these children make good progress.	From Term 1.	JC to ensure all teachers have the relevant demographics of their class to learn.	None.

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

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
<p>3a. Provide Nursery and Reception with an extra full time adult to boost the attainment of our youngest children and monitor closely for impact.</p>	<p>The low attaining children in EYFS will make better than expected progress to narrow the gap between them and their peers.</p>	<p>Extra staff from Term 1.</p> <p>Evidence of impact from the 2nd data point and Pupil Progress Meeting.</p>	<p>JC, SM and CB to jointly oversee Pupil Progress Meetings. They will report to the head teacher.</p>	<p>£36,000.</p> <p>2 x full time LSA's at Band 2 which is £18,000 = £36,000.</p>
<p>3b. 'On entry' forms will be devised and completed for all new arrivers.</p> <p>Forms to be submitted to the SENCO within two weeks of arriving in the school.</p>	<p>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).</p> <p>Timely interventions can be arranged to address any additional needs.</p>	<p>From Term 2.</p>	<p>JC and BR to jointly compose a form and train staff for what is required.</p>	<p>Time only.</p>
<p>3c. Use of all LSA's for RWInc to run a the full range of groups which will match the learning needs of the children and not slow progress.</p>	<p>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.</p>	<p>From Term 1.</p>	<p>ZE as RWInc Manager to organize staff to support specific groups.</p>	<p>KS2 will be without support for one session a day to accommodate this.</p> <p>No further cost as we employ the LSA's anyway.</p>
<p>3d. Pre-teaching vulnerable learners to ensure they can better access the curriculum as appropriate.</p> <p>Teachers will identify which of their pupils would benefit from pre-teaching certain key skills before</p>	<p>Teachers will have identified vulnerable children and arranged for some pre-teaching of key skills before the start of a new topic.</p> <p>This will lead to those pupils who traditionally make slower</p>	<p>From Term 2.</p>	<p>JC, SM, BR and CB to ascertain the effectiveness of this intervention during informal sessions and more formally in Pupil Progress Meetings.</p>	<p>Time only.</p>

the start of a new topics.	than average progress begin to narrow the gap.			
<p>3e. Early identification of any speech and language issues with our youngest learners.</p> <p>The school would outsource a speech and language specialist to screen the new cohorts in Nursery and Reception for any speech and language needs.</p>	<p>The EYFS team will have expert information and advice on rectifying any speech and language needs in their cohorts.</p>	<p>From Term 2 when the children have settled into their new environment.</p>	<p>BR to oversee this initiative.</p>	<p>Cost of a speech and language specialist to screen Nursery and Reception children.</p> <p>Actual cost to be identified.</p>

Objective 4: Parental Participation

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
<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>	<p>All parents will hear the expectations of their child's new year group.</p>	<p>Term 1.</p>	<p>All class teachers to work together to hold events. A member of senior management to attend all events.</p>	<p>Time and cost of refreshments if provided.</p> <p>£5. For combined Years 3, 4 and 5 events.</p>
<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>	<p>Information events will be increasingly well attended evidenced with an upward trend of attendance.</p>	<p>From Term 2.</p>	<p>JC and Broader Curriculum team to oversee and support information events.</p>	<p>£50.</p> <p>Cost of refreshments for each event (approximately £10 per event x 6 events).</p>
<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>	<p>From Term 3</p>	<p>All class teachers to be responsible for uploading their own video's following training on how to do this.</p>	<p>Time in a staff training session.</p>

Objective 5: Wider Opportunities

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
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 families circumstances.	Term 1.	Bursar in conjunction with TG to ensure these parents know they do not need to pay for these experiences.	£5,000 approximately.
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. This should impact on their resilience and self worth and this should be evident in their Boxall profile score.	From Term 1.	Bursar in conjunction with TG to coordinate and monitor the payments to extracurricular activities.	£4,500. £50 per child per term = £150 x 30 which is £4,500.
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. (Average tuition costs £70 x3 = £210)	From Term 1.	JC and the Broader Curriculum team to oversee this initiative.	£ 630. Approximately. Cost of musical tuition at £105 each x6 children.
5d. Positive discrimination for PP children in Cluster events.	PP children will be chosen when possible to participate in these events.	From Term 2.	Sports Coach and NJ to ensure PP children are positively discriminated against for these events.	No cost.
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.	From Term 2.	JC to organize these events.	£ 1,800. Budget for three events each which is a total of 90 with an approximate cost of £20 per child per event which should allow for

				accompanying adults and transport. Possible costs for staff overtime / time in lou.
5d. 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.	From Term 1.	JC and the Broader Curriculum team to research and inform parents of these events through the ClassDojo.	Time only.

Objective 6: Emotional wellbeing and pastoral support.

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
6a. Lunch Club will allow PP children who struggle on the playground to learn how to get along with others in a nurturing environment.	<p>These PP children will develop their social interaction skills in a nurturing environment.</p> <p>This will be evident in the Social interaction element of the Boxall Profile.</p>	Term 1.	Head teacher in conjunction with BR to oversee this initiative.	No additional costs as we pay the staff already.
6b. Provide a Forest Schools outdoor learning curriculum for well-being and build to build self-esteem.	<p>PP children will experience a safe yet stimulating outdoor experience on a weekly basis with a trusted adult.</p> <p>This will be evident in the Self-esteem element of the Boxall Profile.</p>	From Term?	Head teacher in conjunction with BR to oversee this initiative.	<p>£ 2000 approximately</p> <p>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.</p>
6c. Engagement in Lego Therapy sessions to improve group work, collaboration and listening skills.	<p>PP and other vulnerable children will participate in this as a club and learn how to interact and share the resource.</p> <p>This will impact on the self-regulation element of the Boxall profile.</p>	From Term 2.	BR will oversee this initiative.	£150
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.	From Term 1.	Bursar to oversee the distribution of vouchers.	<p>£1,500.</p> <p>£50 per child x 30</p>

Objective 7: Targeted Support for Individuals

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
7a. Reading intervention 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.	Term 1.	BR to oversee this initiative.	£ Cost of 2x Beanstalk volunteers.
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.	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. We would expect to see rapid progress that begins to close the gap.	From Term 2 when the assessments have been made.	BR to oversee this initiative.	Cost of speech and language support to support identified children. Cost to be identified
7c. Male sports coach and head teacher read with PP boys as a positive role model.	The most disaffected male readers will read with positive male role models. We will see a change of attitude towards reading for these reluctant readers and an increase in post intervention Salford Reading Test scores.	From Term 2.	JC, BR and Head teacher to oversee this initiative.	Time.