

Lynnfield Primary School Pupil Premium Reception to Year 6 Strategy Statement

1. Summary information					
Academic Year	2018 - 19	Total PP budget	£268,720 Pupil Premium £5,764 Early Years Pupil Premium £17,160 Pupil Premium LAC+	Date of most recent PP Review	13.01.16
Total number of pupils	L: 23 N:33 R: 41 Y1 – 6: 283	Number of pupils eligible for PP	L: 23 N: 25 R: 26 Y1 – Y6: 189 LAC+: 13	Date for next internal review of this strategy	Summer 2019

	Total cohort	Total PP	% PP
Whole School Not Including Leo's and N	324	215	66.3
Whole School	380	263	73.0

Current attainment (2017-2018)							
Pupils in total 44 (33PP) PP Pupils in Attainment data (PP 3% per pupil)	School Pupil Premium Children	School NON Pupil Premium Children	School Gap PP/Non Pupil Premium Children	School Pupil Premium/Nati onal Non Pupil Premium	National Pupil Premium Children	National Non Pupil Premium Children	National Gap PP/Non Pupil Premium Children
% achieving expected standard in reading, writing and maths End of Key Stage 2	46	73	-27	-24 (8 pupils)			
% achieving high standard in reading, writing and maths End of Key Stage 2	0	0	-	-70 (21 pupils)			
Percentage of pupils at the expected standard for reading	52	82	-31	-29 (8 pupils)			
Reading progress score for the disadvantaged cohort at the end of Key Stage 2	-3.61	-1.42	-2.19				
Reading Scaled Score for the Disadvantaged Cohort 100+	98.9	104.3	-5.4	-7.2 (2 pupils)			
Reading Higher standard for the Disadvantaged Cohort	9	9	-	-24 (8 Pupils)			
Writing progress score for the disadvantaged cohort at the end of Key Stage 2	1.29	4.43	-3.14				
Percentage of pupils at the expected standard for writing	80	91	-11%	-3 (1 pupil)			
Percentage of pupils in the disadvantaged cohort working at greater depth for writing	6	55	-49	-18 (6 pupils)			
SPaG average score for the disadvantaged cohort at the end of Key Stage 2	101.3	105.8	-4.5	-5.9 (1 pupil)			
SPaG Scaled Score for the Disadvantaged Cohort 100+	69	91	-22	-13 (4 pupils)			
SPaG High Scaled Score for the Disadvantaged Cohort 110+	6	27	-19	-33 (11 pupils)			
Percentage of pupils at the expected standard for maths	66	82	-16	-15 (5 pupils)			
Maths progress score for the disadvantaged cohort at the end of Key Stage 2	-1.55	-1.52	-0.03				
Maths Scaled Score for the Disadvantaged Cohort 100+	100.5	103.1	-2.6	-4.9 (1 pupil)			
Maths Exceeding the expected standard for the Disadvantaged Cohort	14	9	+5	-14 (4 pupils)			

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Performance of PP pupils in early reading and phonics EY – Y5 (teaching of phonics and reading) (SDP 2a 2g)	
B.	Performance of PP SEND pupils in reading, writing and maths (send cognitive interventions) (SDP 2b 2d 2f 2g)	
C.	Performance of PP pupils in reading, writing and maths and combined (raise attainment) (SDP 2b 2d 2f 2g) i. Boys/Girls ii. PA groups	
D.	Performance of PP pupils at higher standard (planning greater depth and reasoning) (SDP 2b 2c 2d 2f 2g) i. Boys/Girls ii. PA groups	
E.	Talk matters improving quality of teaching in the early years (SDP 2e)	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
F.	The attendance of PP pupils in identified intervention groups (SDP 4a)	
G.	The personal development and welfare of those PP pupils identified as having SEMH needs (SDP 3a)	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved quality in the teaching of reading I. Early reading II. Phonics III. Vocabulary (comprehension in Y3 and y5)	<ul style="list-style-type: none"> • There are a significant number of pupils making progress and accelerated progress through the RWI program • Pupils reading ages in Y1 – Y3 increase to within 3 months of their chronological age • An increasing number of pupils are making accelerated progress to/are at ARE as demonstrated through the scores in given standardised tests across the year Y1 – Y3 • Targeted pupils in Y3 and Y5 make good progress in comprehension strategies (vocab)
B.	Accelerate progress through use of cognitive interventions	<ul style="list-style-type: none"> • Identified pupils in Y2 and Y6 are making accelerated progress towards their personal targets
C.	Improve current statutory results - Expected	<ul style="list-style-type: none"> • Improved results in standardised tests • Minutes of Pupil Progress meetings demonstrates progress and challenge
D.	Improve current statutory results – Greater Depth	<ul style="list-style-type: none"> • Improved results in standardised tests • Minutes of Pupil Progress meetings demonstrates progress and challenge
E.	Increase the number of pupils at 'typical' in the talk matters data analysis year on year.	<ul style="list-style-type: none"> • Successful scrutiny of EY planning demonstrates teaching staff are responding to the gaps as identified in the WellCom assessments • Pupil Progress meetings demonstrate pupils are making progress in the communication, language and development strand of the Development Matters Document
F.	Improve attendance of all identified PP pupils	<ul style="list-style-type: none"> • Reduce PA pf PP pupils from 17/18 figure of 11.5% to 8.5% (within national comparator of 8.7%) • Increase attendance of PP pupils to overall 96%
G.	Improve the personal development and welfare of those PP pupils identified as having SEMH needs	<ul style="list-style-type: none"> • Nurture School status attained

4. Planned expenditure					
Academic year		2018 - 19			
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	When will you review implementation?
(a) Improve the performance of PP pupils in early reading, phonics and vocabulary in EY – Y5 (SDP 2a 2g)	<ul style="list-style-type: none"> The use of the RWI from N – Y3 Transforming Tees Vocabulary Program (Y3 and Y5 groups) 	<p>School has had success accelerating pupil progress through the use of performance management and progress meetings using the principles of small gains; and the the RWI program</p> <ul style="list-style-type: none"> DFE White Paper report November 2018: Research to understand successful approaches to supporting the most academically able disadvantaged pupils EEF Phonics EEF Reading Comprehension Strategies 	<p>Leadership and Infrastructure</p> <ul style="list-style-type: none"> PP pupils are identified Termly solution focussed teaching and learning meetings looking at pupil progress and barriers to learning <p>Academic</p> <ul style="list-style-type: none"> Rigorous, progress focussed leadership of the RWI program Rigorous teacher assessment supported by Salford reading age test/standardised termly tests <p>Partnerships</p> <ul style="list-style-type: none"> Commitment to and adherence to the Transforming Tees Vocabulary Program 	<p>KMc - DHT SLT</p> <p>KW – RWI lead</p> <p>TLF – English Lead</p> <p>TLf – English Lead</p>	<p>Monitor, Review and Evaluate</p> <p>Termly</p>
(b) Accelerate the progress of PP SEND pupils in reading, writing and maths through use of cognitive interventions (SDP 2b 2d 2f 2g)	<ul style="list-style-type: none"> Small group intervention with the SENDco 	<ul style="list-style-type: none"> EEF Small Group Tuition EEF Metacognition and Self-Regulation EEF: Interventions 	<p>Leadership and Infrastructure</p> <ul style="list-style-type: none"> PP pupils are identified Termly solution focussed teaching and learning meetings looking at pupil progress and barriers to learning <p>Academic</p> <ul style="list-style-type: none"> Carefully chosen intervention strategies matched to individual needs <p>Partnerships</p> <ul style="list-style-type: none"> Intervention to compliment any existing interventions by any other agencies (CAMHs etc) 	<p>CL - SENDco</p>	<p>Monitor, Review and Evaluate</p> <p>Termly</p>

<p>(c) Improve the performance of PP pupils in reading, writing and maths and combined (raise attainment) (SDP 2b 2d 2f 2g) – i.Boys/Girls ii.PA groups</p>	<ul style="list-style-type: none"> The school in collaboration with the Federation and the LA Primary Advisor is producing and introducing refined assessment materials that identify indicators of ‘greater depth’ to ensure rigorous adherence to challenging ‘precision teaching’ informed by high quality assessment across KS1 and KS2. The school is delivering high quality CPD on the teaching of reading and writing in collaboration with the LA Primary Advisor Mastery teaching 	<p>School has had success through maintaining small class sizes to enable teachers to accelerate pupil progress through the use of performance management and progress meetings using the principles of small gains.</p> <ul style="list-style-type: none"> EEF: Mastery Learning EEF Reducing Class Sizes EEF: Teaching Assistants 	<p>Leadership and Infrastructure</p> <ul style="list-style-type: none"> PP pupils are identified Termly solution focussed teaching and learning meetings looking at pupil progress and barriers to learning Work Scrutiny supported by the Primary LA Primary Advisor Planning and Provision support from the Primary LA Advisor 	<p>KMc - DHT SLT</p> <p>SS – HT</p> <p>TLF – English Lead</p>	<p>Monitor, Review and Evaluate Termly</p>
<p>(d) Improve the performance of PP pupils at higher standard (planning greater depth and reasoning) (SDP 2b 2c 2d 2f 2g)) i.Boys/Girls ii.PA groups</p>	<ul style="list-style-type: none"> As above More able PP pupils are identified on planning to ensure stretch and challenge 	<p>The school is pleased with the embedding of ‘mastery’ teaching and learning using the ‘White Rose’ materials for the teaching of mathematics across KS1 and 2 and wants to continue to embed this practice</p> <ul style="list-style-type: none"> DFE White Paper report November 2018: Research to understand successful approaches to supporting the most academically able disadvantaged pupils EEF: Mastery Learning EEF Reducing Class Sizes EEF: Teaching Assistants 	<p>Leadership and Infrastructure</p> <ul style="list-style-type: none"> PP pupils are identified Termly solution focussed teaching and learning meetings looking at pupil progress and barriers to learning PP Lead identify, track and monitor more able PP pupils, providing mentoring support when necessary Work Scrutiny supported by the Primary LA Primary Advisor Planning and Provision support from the Primary LA Advisor <p>Academic</p> <ul style="list-style-type: none"> Planning scrutiny to ensure more able PP pupils are identified, stretched and challenged 	<p>KMc - DHT SLT</p> <p>SS – HT</p> <p>TLF – English Lead LP – Maths Lead</p>	<p>Monitor, Review and Evaluate Termly</p>

<p>(e) Talk matters improving quality of teaching in the early years (SDP 2e)</p>	<ul style="list-style-type: none"> The use of the WellComm materials to direct precision teaching and provision in EY from 2 yrs - Rec Speech and language assessment of pupils in Early Years and action taken to remove barriers. Part funding of enhanced speech and language service 	<p>School has had success accelerating pupil progress through the use of performance management and progress meetings using the principles of small gains; the introduction of the WellComm materials in EY</p> <ul style="list-style-type: none"> DFE White Paper report November 2018: Research to understand successful approaches to supporting the most academically able disadvantaged pupils EEF Early Years Intervention EEF Talk matters EEF Oral Language Interventions 	<p>Leadership and Infrastructure</p> <ul style="list-style-type: none"> PP pupils are identified Termly solution focussed teaching and learning meetings looking at pupil progress and barriers to learning Planning and Provision EY scrutinies completed focussed on provision as directed by WellCom assessments Termly solution focussed teaching and learning meetings looking at pupil progress and barriers to learning <p>Partnerships Intervention to compliment any existing interventions - SALT</p>	<p>KMc - DHT SLT</p> <p>JW – EY lead</p> <p>SLT</p>	<p>Monitor, Review and Evaluate Termly</p> <p>Termly</p>
<p>(f) Raise aspirations of PP pupils</p>	<ul style="list-style-type: none"> Aspire Cluster work Student council 	<p>iAspire evidence shows the impact of the school's work in developing aspirations with one of its partner secondary schools. This work will be further developed during 2018 – 19 through collaboration with the local cluster primary schools, a different partner secondary school and the local tertiary college to highlight and develop 'aspirations' for all pupils, focusing on Y4 – Y6. The school council continues to give pupils the opportunity to have a forum for their voice and is represented elected representatives, some of which are PP</p>	<p>Leadership and Infrastructure</p> <ul style="list-style-type: none"> PP pupils are identified <p>Cultural</p> <ul style="list-style-type: none"> Aspire pathway completed Cluster partnership work completed School council attend meetings both in school and at other schools 	<p>KMc – DHT</p> <p>Humanities faculty Lead DC and Monitoring Lead TLF</p> <p>KMc - DHT</p>	<p>Monitor, Review and Evaluate July 19</p>
<p>(g) Ensure access to educational visits</p>	<ul style="list-style-type: none"> Directly address, if necessary material poverty 	<p>School is pleased with the number of educational visits pupils are attending in order to widen their horizons and open their minds to new opportunities. Pupils</p>	<p>Leadership and Infrastructure</p> <ul style="list-style-type: none"> PP pupils are identified <p>Material poverty</p> <ul style="list-style-type: none"> All pupils attend school trips/events 		<p>Monitor, Review and Evaluate July 19</p>

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
(h) Improve the attendance of PP pupils in identified intervention groups (SDP 4a)	<ul style="list-style-type: none"> • AHT (Pastoral)has devised a 'wave approach' to identify the intervention required to support families <ul style="list-style-type: none"> ○ Wave 1: 95% - 96% ○ Wave 2: 91% - 94% ○ Wave 3: 89% - 90% ○ Wave 4: 88% and below • Establish parent learning network meetings 	<ul style="list-style-type: none"> • DFE White Paper report November 2018: Research to understand successful approaches to supporting the most academically able disadvantaged pupils • EEF Parental Engagement 	<p>Leadership and Infrastructure</p> <ul style="list-style-type: none"> • PP pupils are identified • AHT (Pastoral) to lead initiative • PSA to be fully involved in the implementation of the initiative <p>Partnerships</p> <ul style="list-style-type: none"> • School and LA Attendance officer to meet and action plan termly • Parent learning meetings to be planned and facilitated in school 	LC (AHT)	Termly
(i) Improve the personal development and welfare of those PP pupils identified as having SEMH needs (SDP 3a)	<ul style="list-style-type: none"> • Revise and embed an attachment focused behaviour strategy • Embed ACE awareness across school • Develop trauma informed and attachment aware approaches to provision • Embed Play Therapy as part of the school's SEMH provision map 	<p>School has been pleased with the impact of 'nurture lite' and 'mentoring' on developing emotional literacy last year. We want to extend the principles further into the work of the school</p> <ul style="list-style-type: none"> • EEF Social and Emotional Learning 	<p>Leadership and Infrastructure</p> <ul style="list-style-type: none"> • PP SEMH pupils are identified • Termly solution focussed teaching and learning meetings looking at pupil progress and barriers to learning <p>Partnerships</p> <ul style="list-style-type: none"> • Attain nurture school status • Termly meeting with Play therapist focussed on impact • Supervision meetings with the EP • Analysis of Boxall data for targeted pupils <p>Cultural</p> <ul style="list-style-type: none"> • Pupils experience home type cultural celebrations (birthday parties, Christmas day etc) <p>Addressing Material Poverty</p> <ul style="list-style-type: none"> • Materials associated with cultural celebrations such as gifts to be purchased/sourced 	<p>CL (Sendco) &KMc SLT</p> <p>CL</p>	July 2019
Total budgeted cost					

5. Review of expenditure

Previous Academic Year 2018 - 19

Desired outcome	Chosen action/approach	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
A Improve the performance of PP pupils in early reading, phonics and vocabulary in FY – Y5 (SDP 2a 2a)	•			
B Accelerate the progress of PP SEND pupils in reading, writing and maths through use of cognitive	•			
C Improve the performance of PP pupils in reading, writing and maths and combined (raise attainment) (SDP	•			
D Improve the performance of PP pupils at higher standard (planning greater depth and reasoning) (SDP 2b	•			
E Talk matters improving quality of teaching in the early years (SDP 2e)	•			
F Raise aspirations of PP pupils	•			
G Ensure access to educational visits	•			
H Improve the attendance of PP pupils in identified intervention groups (SDP 4a)	•			
I Improve the personal development and welfare of those PP pupils identified as having SEMH needs (SDP 3a)	•			

8. Breakdown of expenditure 2018 - 2019

Action	Specific Spending	Costs	Total
A. Improve the performance of PP pupils in early reading, phonics and vocabulary in EY – Y5 (SDP 2a 2g)	<ul style="list-style-type: none"> Part Funding of RWI Part Funding of RWI Support RWI lead time 	£3300 (66% of total) £1188 (66% of total) £3 729 (66% of one day)	<ul style="list-style-type: none"> £8 217
B. Accelerate the progress of PP SEND pupils in reading, writing and maths through use of cognitive interventions (SDP 2b 2d 2f 2g)	<ul style="list-style-type: none"> EEF Small Group Tuition EEF Metacognition and Self-Regulation EEF: Interventions Part Funding of SENDco 	£7 470 (one day)	<ul style="list-style-type: none"> £7 470
C. Improve the performance of PP pupils in reading, writing and maths and combined (raise attainment) (SDP 2b 2d 2f 2g) i.Boys/Girls ii.PA groups	<ul style="list-style-type: none"> EEF Reducing Class Sizes EEF: Mastery Learning EEF: Teaching Assistants EEF: Interventions Part Funding PP Lead (DHT) 	£8 286 per class	<ul style="list-style-type: none"> £91 150
D. Improve the performance of PP pupils at higher standard (planning greater depth and reasoning) (SDP 2b 2c 2d 2f 2g) i.Boys/Girls ii.PA groups	<ul style="list-style-type: none"> EEF Reducing Class Sizes EEF: Mastery Learning EEF: Teaching Assistants EEF: Interventions Part Funding PP Lead (DHT) 	£8 286 per class £3 335 (66% 0.5 day)	<ul style="list-style-type: none"> £94 485
E. Talk matters improving quality of teaching in the early years (SDP 2e)	<ul style="list-style-type: none"> Part funding of enhanced speech and language service EEF Early Years Intervention EEF Talk matters 	£5 764 (EY PP)	<ul style="list-style-type: none"> £5 764 EY PP
F. Raise aspirations of PP pupils	<ul style="list-style-type: none"> School council 	£260 (full cost)	<ul style="list-style-type: none"> £260
G. Ensure access to educational visits	<ul style="list-style-type: none"> Part Funding of Educational Trips 	£765 –EY (£15 per PP child) £770 – Y1 – 3 (£10 per PP child) £1130 Y4 – 6 (as above)	<ul style="list-style-type: none"> £2 665
H. Improve the attendance of PP pupils in identified intervention groups (SDP 4a)	<ul style="list-style-type: none"> Part funding of PSA and Assistant Head Teacher 	£11 983 (66% of wage) £6 405 (66% of 1 day)	<ul style="list-style-type: none"> £ 18 388
I. Improve the personal development and welfare of those PP pupils identified as having SEMH needs (SDP 3a)	<ul style="list-style-type: none"> Part funding of the Nurture Class EEF Social and Emotional Learning 	Lt 7 880 (66% of wage) Al £9 313 As above ME £9 313 As Above CR £9 313 As above VS £5 218 As Above KL £5 047 As Above	<ul style="list-style-type: none"> £46 084
			<ul style="list-style-type: none"> 274 484