

Lynnfield Primary School Pupil Premium Reception to Year 6 Strategy Statement

1. Summary information					
Academic Year	2019-20	Total PP budget	£275,880 Pupil Premium £8 427 Early Years Pupil Premium £12,000 Pupil Premium LAC+	Date of most recent PP Review	13.01.16
Total number of pupils	L: 20 N: 32 R: 38 Y1 – 6: 256	Number of pupils eligible for PP	L: 20 N: R: 23 Y1 – Y6: 175 LAC+: 10	Date for next internal review of this strategy	Summer 2019

	Total cohort	Total PP	% PP
Whole School Not Including Leo's and N	294	198	67.3
Whole School	350	217	62

School Development Plan Priorities 2019 - 2020		
<p>PRIORITY 1 THE QUALITY OF EDUCATION IMPROVE OUTCOMES FOR PUPILS</p>	<p>PRIORITY 2 THE QUALITY OF EDUCATION IMPROVE THE QUALITY OF TEACHING AND LEARNING</p>	<p>PRIORITY 3 LEADERSHIP AND MANAGEMENT TO FURTHER IMPROVE THE QUALITY OF LEADERSHIP AND MANAGEMENT</p>
<p>a. Ensure that all pupils make strong progress and reach higher standards, especially in key stage 2 in English.</p> <p>b. Ensure that all pupils make strong progress and reach higher standards, especially in key stage 2 in maths.</p> <p>c. Review the EYFS curriculum in order to ensure that pupils make consistently strong progress across the key stage.</p> <p>d. Develop the use of marking and feedback</p>	<p>a. Establish an appreciation and love of reading across the school so that all pupils are able to read fluently, and with confidence, by the end of Year 6</p> <p>b. Embed new strategies in the teaching of phonics so that all pupils make a strong start in reading</p> <p>c. Developing the quality of provision in the early year's outdoor learning environment.</p> <p>d. Embed the use of Power Maths across the school in order to drive up standards.</p>	<p>a. Strengthen the role of middle leaders in leading the ongoing developments in the school's curriculum and assessment systems</p> <p>b. Ensure that the current review of the curriculum results in pupils acquiring age appropriate skills and knowledge in all subjects.</p> <p>c. Develop and strengthen leadership structures across the school and federation.</p>

Current attainment							
Pupils in total 54 (40PP) PP Pupils in Attainment data (PP 2.5% per pupil)	School Pupil Premium Children	School NON Pupil Premium Children	School Gap PP/Non Pupil Premium Children	School Pupil Premium/Nation al 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)			

1. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Performance of PP pupils in early reading and phonics EY – Y5 (teaching of phonics and reading)
B.	Performance of PP pupils in reading, writing and maths and combined (raise attainment)
D.	Performance of PP pupils at higher standard
C.	Talk matters improving quality of teaching in the early years

External barriers *(issues which also require action outside school, such as low attendance rates)*

E.	The attendance of PP pupils in identified intervention groups
F.	The personal development and welfare of those PP pupils identified as having SEMH needs (SDP school priority 3)

2. 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	<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.	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
C.	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
D.	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
E.	Raise aspirations of PP pupils	<ul style="list-style-type: none"> • PP pupils are represented on the school council • PP pupils access aspirational activities/events to ensure they have a good understanding of opportunities available to them.
F.	Ensure access to educational visits	<ul style="list-style-type: none"> • PP have full access to educational experiences and visits
G.	Improve attendance of all identified PP pupils (PA)	<ul style="list-style-type: none"> • Reduce PA of PP pupils from 18/19 figure of 12.1% to 8.5% (within national comparator of 8.7%) • Increase attendance of PP pupils to overall 96% (18/19 95.2%)
H.	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

3. Planned expenditure

Academic year

2019 - 2020

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	<ul style="list-style-type: none"> The use of the RWI from N – Y3 	<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>KW – English Lead</p> <p>KW – English Lead</p>	<p>Monitor, Review and Evaluate</p> <p>Termly</p>
(b) Improve the performance of PP pupils in reading, writing and maths and combined (raise attainment)	<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 	<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>KW – English Lead</p>	<p>Monitor, Review and Evaluate</p> <p>Termly</p>

	<p>writing in collaboration with the LA Primary Advisor</p> <ul style="list-style-type: none"> • Mastery teaching • The school is introducing 'Power Maths' to ensure consistency of approach, challenge and pace 				
(c) Improve the performance of PP pupils at higher standard	<ul style="list-style-type: none"> • As above • More able PP pupils are identified on planning to ensure stretch and challenge 	<p>The school has identified the need to a consistent approach to challenge in mathematics and has introduced 'power maths' – a government recommended scheme for the teaching of mathematics.</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>KW – English Lead LP – Maths Lead</p>	<p>Monitor, Review and Evaluate</p> <p>Termly</p>
(d) Talk matters improving quality of teaching in the early years	<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</p> <p>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</p> <p>Termly</p> <p>Termly</p>

<p>(e) Raise aspirations of PP pupils</p>	<ul style="list-style-type: none"> • Cluster work • Student council 	<p>The school has been pleased with the work completed in 18/19 with partner secondary schools and York University. This work will be further developed during 2019-20 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"> • Inspire 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 KW</p> <p>KMc - DHT</p>	<p>Monitor, Review and Evaluate</p> <p>July 20</p>
<p>(f) 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.</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</p> <p>July 20</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?
(g) Improve the attendance of PP pupils in identified intervention groups	<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
(h) Improve the personal development and welfare of those PP pupils identified as having SEMH needs	<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 'butterflies', '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 2020
Total budgeted cost					

4. Review of expenditure

Previous Academic Year 2019 – 20

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 EY – Y5	<ul style="list-style-type: none"> The use of the RWI from N – Y3 			
(b) Improve the performance of PP pupils in reading, writing and maths and combined (raise attainment)	<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 			
(c) Improve the performance of PP pupils at higher standard	<ul style="list-style-type: none"> As above More able PP pupils are identified on planning to ensure stretch and challenge 			

<p>(d) Talk matters improving quality of teaching in the early years</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>(e) Raise aspirations of PP pupils</p>	<ul style="list-style-type: none"> • Inspire • Cluster work • Student council 			
<p>(f) Ensure access to educational visits</p>	<ul style="list-style-type: none"> • Directly address, if necessary material poverty 			
<p>(g) Improve the attendance of PP pupils in identified intervention groups</p>	<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 			

<p>(h) Improve the personal development and welfare of those PP pupils identified as having SEMH needs</p>	<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			
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8. Breakdown of expenditure 2019 - 2020

Action	Specific Spending	Costs	Total
A. Improve the performance of PP pupils in early reading, phonics and vocabulary	<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. Improve the performance of PP pupils in reading, writing and maths and combined (raise attainment)	<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
C. Improve the performance of PP pupils at higher standard	<ul style="list-style-type: none"> EEF Reducing Class Sizes EEF: Mastery Learning EEF: Teaching Assistants EEF: Interventions Part Funding PP Lead (DHT) 	£8 815 per class £3 335 (66% 0.5 day)	<ul style="list-style-type: none"> £109 115
D. Talk matters improving quality of teaching in the early years	<ul style="list-style-type: none"> Part funding of enhanced speech and language service EEF Early Years Intervention Part funding of EY Lead EEF Talk matters 	£8 427 (EY PP)	<ul style="list-style-type: none"> £8 427 EY PP
E. Raise aspirations of PP pupils	<ul style="list-style-type: none"> School council 	£260 (full cost)	<ul style="list-style-type: none"> £260
F. 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
G. 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
H. 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) AI £9 313 As above ME £9 313 As Above CR £9 313 As above VS £5 218 As Above KL £5 047 As Abo	<ul style="list-style-type: none"> £46 084
			£284 307

2020 Statutory Results

EY - GLD	All Pupils	Pupil Premium	Others
Number of children			
%			

Year 1 Phonics	All Pupils	Pupil Premium	Others
Number of children			
%			

Year 2 Phonics	All Pupils	Pupil Premium	Others
Number of children			
%			

KS1 ALL	Reading		Writing		Maths		Science	
GDS								
EXS								75%
WTS								
B								
Combined	GDS: EXS:							

KS1 PP	Reading		Writing		Maths		Science	
GDS								
EXS								
WTS								
B								
Combined	GDS: EXS:							

KS1 Others	Reading		Writing		Maths		Science	
GDS								
EXS								90.9%
WTS								
B								
Combined	GDS: EXS:							

KS2 ALL 54	Reading		Writing		Maths		Science	
GDS								
EXS +								
Combined	GDS: EXS:							

KS2 PP 40	Reading		Writing		Maths		Science	
GDS								
EXS +								
Combined	GDS: EXS:							

KS2 Others 14	Reading		Writing		Maths		Science	
GDS								
EXS +								
Combined	GDS: EXS:							