

Lynnfield Primary School Pupil Premium Reception to Year 6 Strategy Statement

1. Summary information					
Academic Year	2020-21	Total PP budget	£265,585 Pupil Premium (-10,295) £9 079 Early Years Pupil Premium (+652) £9 600 Pupil Premium LAC+ (-2,400) (total difference from last year – £12 043)	Date of most recent PP Review	13.01.16
Total number of pupils 328	L: 15 N: 33 R: 30 Y1 – Y6 250	Number of pupils eligible for PP	L: not calculated N: 15 R: 23 Y1 – Y6: 181 LAC+ 12	Date for next internal review of this strategy	Summer 2021

	Total cohort	Total PP	% PP
Whole School Not Including Leo's and N	280	204	72.8
Whole School	328	219	66.7

School Development Plan Priorities 2020 - 2021		
PRIORITY 1 THE QUALITY OF EDUCATION IMPROVE OUTCOMES FOR PUPILS	PRIORITY 2 THE QUALITY OF EDUCATION IMPROVE THE QUALITY OF TEACHING AND LEARNING	PRIORITY 3 LEADERSHIP AND MANAGEMENT TO FURTHER IMPROVE THE QUALITY OF LEADERSHIP AND MANAGEMENT
a. Ensure that all pupils make strong progress and reach higher standards, especially in key stage 2 in English. b. Ensure that all pupils make strong progress and reach higher standards, especially in key stage 2 in maths. c. Review the EYFS curriculum in order to ensure that pupils make consistently strong progress across the key stage. d. Develop the use of marking and feedback	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 b. Embed new strategies in the teaching of phonics so that all pupils make a strong start in reading c. Developing the quality of provision in the early year's outdoor learning environment. d. Embed the use of Power Maths across the school in order to drive up standards.	a. Strengthen the role of middle leaders in leading the ongoing developments in the school's curriculum and assessment systems b. Ensure that the current review of the curriculum results in pupils acquiring age appropriate skills and knowledge in all subjects. c. Develop and strengthen leadership structures across the school and federation.

1. 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	
B.	Performance of PP pupils in reading, writing and maths and combined	
D.	Performance of PP pupils at higher standard	
C.	Talk matters improving quality of teaching in the early years	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
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	
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 • Pupils accessing Rapid phonics make accelerated progress in their reading scores
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 pf 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

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	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 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>KMc - DHT SLT</p> <p>KW – RWI lead</p> <p>KW – English Lead</p> <p>KW – English Lead</p>	Monitor, Review and Evaluate Termly
(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 will continue the development of the curriculum offer through high quality CPD, coaching and support The federation will introduce a new feedback and marking policy designed to ensure children embed 	<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 EEF: Metacognition and self-regulated learning EEF: Implementation Guidance Report DFE White Paper report November 2018: Research to understand successful approaches to supporting the 	<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>	Monitor, Review and Evaluate Termly

	<p>and use knowledge by effectively supporting them to access and transfer knowledge to their long term memory</p> <ul style="list-style-type: none"> An additional 15 minutes per day to be used for interleaved practice to ensure all PP pupils have an opportunity to practice retrieval from their long term memory and apply to fresh problems to ensure their knowledge is embedded. 	<p>most academically able disadvantaged pupils</p>			
<p>(c) Improve the performance of PP pupils at higher standard</p>	<ul style="list-style-type: none"> As above More able PP pupils are identified on planning to ensure stretch and challenge 	<ul style="list-style-type: none"> The school has successfully implemented 'Power Maths' – a dfe recommended programme. This will continue to be used as a framework for delivery the maths curriculum. 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 EEF: Metacognition and self-regulated learning EEF: Implementation Guidance Report DFE White Paper report November 2018: Research to understand successful approaches to supporting the most academically able disadvantaged pupils 	<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>

<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 Support from EY LA Advisor 	<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>(e) Raise aspirations of PP pupils</p>	<ul style="list-style-type: none"> Cluster work Student council 	<p>The school still values the work completed in 18/19 with partner secondary schools and York University. This did not go ahead in 19/20 and York have now removed the Y6 element from their Shine initiative. They do however offer visits to the university in the summer term but it is unclear if this will go ahead in 20/21 at this time. 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"> Iaspire 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 July 2021</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 July 2021</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 	<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 	<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 <p>It is hoped that in the 20/21 summer term, partnerships with parents in school can be forged with parental workshops in key areas such as reading and basic number skills</p>	EB (AHTVP)	Termly
(h) Improve the personal development and welfare of those PP pupils identified as having SEMH needs	<ul style="list-style-type: none"> Embed the new behaviour policy behaviour policy Continue to embed ACE awareness across school Continue to develop trauma informed and attachment aware approaches to provision 	<p>School has been pleased with the impact of 'butterflies', 'nurture lite' and 'mentoring' on developing emotional literacy last year. This year we will create an additional nurture based provision for our y6 pupils with High SEMH needs and resulting challenging behaviours. The focus of this provision will be to offer bespoke emotional support whilst delivering the ambitious Y6 curriculum to ensure academic success thus ensuring the children are ready for their next stage of schooling</p> <ul style="list-style-type: none"> EEF Social and Emotional Learning DFE White Paper report November 2018: Research to understand successful approaches to supporting the most academically able disadvantaged pupils 	<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 	CL (IAHT) SLT	July 2020
Total budgeted cost					

4. Review of expenditure				
Academic Year 2020 – 21				
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 	<p>Year 1 – current Y2 Practise phonics screening done in June 2021 showed that 70% of children were on track to pass the phonics screening in autumn 2021</p> <p>Year 2 – current Y3 74% of the year 2 cohort who sat the autumn term 2020 assessment passed the screening. Out of the 10 children who did not pass a further 3 did in the June; currently 82% of the y2 cohort met the phonics screening standard.</p> <p>Development days continue to have a huge impact – the summer 2021 feedback from our regional trainer commented how he saw:</p> <ul style="list-style-type: none"> Consistency in lessons Children beginning to make progress from their starting points Children loving the challenge of learning to read – and smiling through the lesson! TAs working skilfully to teach RWI with consistency and to ensure that every child makes progress <p>Due to the impact of covid reception attainment was not as strong as year 1.</p> <p>Staff training in the NELI program with key early year's staff has taken place to support the development of children's early language and literacy skills. This is due to begin Autumn 2 2021.</p> <p><i>'You have made reading a key focus in your improvement journey. Your reading leader has worked with a consultant to develop her subject expertise. This consultant continually reviews the reading programme. This reading expertise is effectively shared with teachers and teaching assistants. Your staff show an insightful understanding of barriers to reading. For example, your reading leader is aware that tests do not always reveal the problems some pupils experience in becoming fluent readers. Such insights are leading to clear improvements in the teaching of early reading.'</i> OFSTED MAY 21</p>	<p>This approach will continue in 21/22 with a focus on TA training and ways to narrow the gap effectively. The reading leader and EYFS lead will also do further coaching support to enhance the learning in the environment.</p>	

<p>(b) Improve the performance of PP pupils in reading, writing and maths and combined (raise attainment)</p>	<ul style="list-style-type: none"> The school in collaboration with the Federation and the LA Primary Advisor will continue the development of the curriculum offer through high quality CPD, coaching and support The federation will introduce a new feedback and marking policy designed to ensure children embed and use knowledge by effectively supporting them to access and transfer knowledge to their long term memory An additional 15 minutes per day to be used for interleaved practice to ensure all PP pupils have an opportunity to practice retrieval from their long term memory and apply to fresh problems to ensure their knowledge is embedded. 	<p>High quality CPD was delivered through staff meetings and individual coaching sessions on:</p> <ul style="list-style-type: none"> Assessment for learning in English The bigger picture Feedback and marking in English Feedback and marking in maths Curriculum design Timetable design to include interleaved practice <p>Through a coaching model led by the DHT, Subject Senior Leaders were guided to evaluate and rewrite the marking and feedback policy to reflect current research and support the development of metacognitive thinking. This was a very successful project and leaders were able to successfully deliver to and then coach staff. Feedback from staff and children was overwhelmingly positive about the changes made and particularly in the English books, it is very clear to see the impact of feedback on outcomes and next steps.</p> <p>Timetables changes have been made and are established. Teachers are able to report that children's daily outcomes are improving in terms of applying learned fluency tasks to fresh problems.</p> <p><i>'Your pupils are powerful advocates of your work. The pupils I talked to valued the care and support of your staff. They described how new approaches were helping them to remember more number facts in mathematics.'</i> OFSTED MAY 21</p> <p>Standardised tests from the NFER were used however, on reflection the tests did not only cover what had been taught largely due to the 'gap filling' from the previous academic year and therefore the resulting data is not reliable in judging improvement</p>	<p>The sequence of learning and children being able to discuss their journey is very successful in the English and foundation subject books but less so in the maths books due to the use of power maths workbooks/jotters and the power maths planning. As a result, significant changes will be made to the maths curriculum and the use of maths books.</p> <p>The coaching model for SSL was very successful in implementing research based change and this model will be used again.</p> <p>NFER test in maths only to be used in summer</p>	
<p>(c) Improve the performance of PP pupils at higher standard</p>	<ul style="list-style-type: none"> As above More able PP pupils are identified on planning to ensure stretch and challenge 	<p>As above</p>	<p>As above</p>	
<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 	<p>A significant amount of phonics was taught on line this year. 79% of children took part at home and were able to continue their journey on return. On return to school, it was evident through teacher assessment, that language was an area of concern. Early talk boost was picked up in nursery for those children who were identified as being two or more age bands behind their age-related expectations. This had an impact and children started to close the gap. Other children had daily phonic and love to read sessions where language was the focus.</p> <p>Reception children returned to school with gaps in their learning. Through carefully planned love to read, phonic and English sessions these were beginning to be addressed. Children were lower than expected and through teacher assessment only 10% achieved the GLD.</p>	<p>A focus on early language will continue in the next year.</p>	

(e) Raise aspirations of PP pupils	<ul style="list-style-type: none"> Cluster work Student council 	Student council is well represented by those pupils who are pupil premium across the school. Unfortunately due to COVID, cluster wide initiatives did not take place.	Student council will continue into 21-22	
(f) Ensure access to educational visits	<ul style="list-style-type: none"> Directly address, if necessary material poverty 	All PP pupils were able to access visits and experiences regardless of whether voluntary contributions were made or not	This will be an ongoing desired outcome	
(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 	This target will carry over into the 2020/21 academic year as we were unable to complete the planned strategies due to COVID.	This will continue to be a focus in 20-21	
(h) Improve the personal development and welfare of those PP pupils identified as having SEMH needs	<ul style="list-style-type: none"> Embed the new behaviour policy Continue to embed ACE awareness across school Continue to develop trauma informed and attachment aware approaches to provision 	<p>The Mental Health and Behaviour Policy is embedded across school. Staff ensure that they have high expectations of all pupils and when there are concerns around behaviour, the adults within school will seek first to understand what the behaviour is communicating. Staff have received training on the development of the schools 'Recovery Framework' which has supported our pupils upon return following the lockdown in March 2020-July 2020, this has meant that all pupils' emotional wellbeing was supported and effectively managed. The Leuven Scales were utilised to assess pupil's wellbeing and engagement in learning, this ensured that we could provide bespoke support to individuals as they settled back into school.</p> <p><i>'You have sustained improvement at a time of unprecedented challenge. Many pupils and their families have faced considerable difficulties as a result of COVID-19. Staff have made the safety of pupils a priority. Through practical support and changes to the curriculum, your team has actively supported the well-being of pupils.'</i> – OFSTED MAY 21</p>	Continue the journey to nurture school status in 2022	

8. Breakdown of expenditure 2020 - 2021

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 Support RWI lead time (English Lead) 	£2400 (66% of total) E Lead £5325 (66% of 1 day per week)	<ul style="list-style-type: none"> £7725
B. Improve the performance of PP pupils in reading, writing and maths and combined	<ul style="list-style-type: none"> EEF Reducing Class Sizes EEF: Mastery Learning EEF: Teaching Assistants 	£6 011 per class	<ul style="list-style-type: none"> £73 889

	<ul style="list-style-type: none"> • EEF: Interventions • Part Funding PP Lead (DHT) • Part Funding SLA SI 	DHT £7050 (66% of 1 day per week) SLA SI £714 (33.3%)	
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) • Part Funding SLA SI 	£6 011 per class DHT £7050 (66% of 1 day per week) SLA SI £714 (33.3%)	<ul style="list-style-type: none"> • £73 889
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 • Part Funding SLA SI 	£1705 (33.3% of total) EY Lead £6221 (66% of 1 day per week) £357 (16.6% of total)	<ul style="list-style-type: none"> • £8 283
E. Raise aspirations of PP pupils	<ul style="list-style-type: none"> • School council 	£260 (100% of 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 	£570 –EY (£15 per PP child) £1810 – Y1 – Y6 (£10 per PP child)	<ul style="list-style-type: none"> • £2380
G. Improve the attendance of PP pupils in identified intervention groups	<ul style="list-style-type: none"> • Part funding of PSA and • Part Funding of Vulnerable Pupils AHT 	PSA £12 501 (66% of wage) VAHT £6699 (66% of 1 day per week)	<ul style="list-style-type: none"> • £ 19 200
H. Improve the personal development and welfare of those PP pupils identified as having SEMH needs	<ul style="list-style-type: none"> • Part funding of the Nurture Provision across school • Part Funding of Inclusion AHT • EEF Social and Emotional Learning • Online Boxall Subscription • Purchase of gifts (cultural capital) 	Online Boxall £550 Purchase of Gifts £2000 IAHT £6285 (66% of 1 day per week) £9752 (66% of wage) £10 065 (66% of wage) £10.065 (66% of wage) £9843 (66% of wage) £10 065 (66% of wage) £10 065 (66% of wage) £10 146 (66% of wage) £10 065 (66% of wage) 9737 (66% of wage)	<ul style="list-style-type: none"> • £98 638
			<ul style="list-style-type: none"> • £284 264

