

Lingdale Primary School – Pupil Premium Strategy 2016/2017

Summary Information					
Academic Year	2016/2017	Total PP Budget	£64680	Date of Planned PP Review	To be confirmed
Total Number of Pupils		Number of Pupils eligible for PP	45	Dates of Internal Review	21.10.2016 16.12.2016 10.02.2017 07.04.2017 26.05.2017 21.07.2017
Year Group	Number in Year	PPG Eligible	% PPG Eligible	CLA	Service Children
R	16	7	44%	0	0
Y1	18	7	39%	0	0
Y2	10	5	50%	0	0
Y3	8	4	50%	0	0
Y4	10	7	70%	0	0
Y5	8	4	50%	0	0
Y6	12	11	92%	1	0

Current Attainment:				
	Pupils eligible for PPG		Pupils not eligible for PPG	
	School	National	School	National
% achieving GLD at the end of EYFS	70%	52%	56%	69%
% achieving Y1 Phonics	83%	66%	60%	80%
% achieving Age Related Expectation Y1 Reading	67%		40%	
% achieving Age Related Expectation Y1 Writing	83%		60%	
% achieving Age Related Expectation Y1 Maths	67%		40%	
% achieving Age Related Expectation Y2 Reading	67%	60%	50%	77%
% achieving Age Related Expectation Y2 Writing	67%	50%	67%	68%
% achieving Age Related Expectation Y2 Maths	67%	58%	75%	75%
% achieving Age Related Expectation Y3 Reading	71%		100%	
% achieving Age Related Expectation Y3 Writing	43%		100%	
% achieving Age Related Expectation Y3 Maths	43%		67%	
% achieving Age Related Expectation Y4 Reading	100%		100%	
% achieving Age Related Expectation Y4 Writing	100%		67%	
% achieving Age Related Expectation Y4 Maths	0%		33%	
% achieving Age Related Expectation Y5 Reading	40%		50%	
% achieving Age Related Expectation Y5 Writing	50%		0%	
<u>% achieving Age Related Expectation Y5 Maths</u>	<u>30%</u>		<u>100%</u>	
% achieving Age Related Expectation Y6 RWM	8%		0%	
% achieving Age Related Expectation Y6 Reading	17%		0%	
% achieving Age Related Expectation Y6 Writing	83%		0%	
% achieving Age Related Expectation Y6 Maths	17%		0%	

Identified Barriers to Achievement Overview:

		<u>Planned Strategies</u>
Reception	<p>Punctuality needs to improve to ensure that 1 child transfers to Year 1 without gaps in their development.</p> <p>The attainment of three children in Communication and Language is below that of the cohort.</p> <p>Two children are not completing weekly homework activities linked to Read, Write Inc. Phonics Programme</p>	Strategy 1,2,3 & 4
Year 1	<p>A number of children identified as at risk of not achieving ARE in writing by end of the Key Stage.</p> <p>KS1: Using the diagonal and horizontal strokes needed to join letters in some of their writing Writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>Four children are attaining below that of the cohort in Reading and writing.</p> <p>One child is not completing weekly homework activities linked to Read, Write Inc. Phonics Programme</p>	Strategy 1,2,3 & 4
Year 2	<p>The attainment of children eligible for PPG is above that of the children not eligible by 20% in reading and writing but only 3% in mathematics.</p> <p>A number of children identified as at risk of not achieving ARE in writing by end of the Key Stage.</p> <p>KS1: Using the diagonal and horizontal strokes needed to join letters in some of their writing Writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>One child finds applying phonic knowledge to independent spelling in writing activities a challenge</p>	Strategy 1,2,3 & 4
Year 3	<p>The attainment of children eligible for PPG is above that of the children not eligible by 16% in reading and writing below by 9% in mathematics.</p> <p>A number of children identified as at risk of not achieving ARE in writing by end of the Key Stage.</p>	

	<p>KS2: Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters. Ensure 1 child is making sufficient progress in Reading, Writing and Mathematics to be assessed as working at greater depth within the expected level. 1 child is at risk of not achieving ARE in writing by end of the Key Stage. 2 children need to develop confidence in problem solving by practicing and refining their skills and strategies through modelling the skills and strategies and then by being given consistent opportunities to practise and refine these.</p>	Strategy 1,2,3 & 4
Year 4	<p>The attainment of children eligible for PPG is below that of the children not eligible (29% attainment gap in reading/ 57% attainment gap in writing/ 24% attainment gap in mathematics) A number of children identified as at risk of not achieving ARE in writing by end of the Key Stage. KS2: Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters. 3 children children are making slow progress in Reading, Writing and Mathematics. 4 children need to further develop confidence in problem solving by practicing and refining their skills and strategies through modelling the skills and strategies and then by being given consistent opportunities to practise and refine these. 1 child needs to improve attendance to ensure there are no further gaps in learning. 1 child needs to develop organisational skills in, and content of, independent writing across the curriculum</p>	Strategy 1,2,3 & 4
Year 5	<p>The attainment of the children not eligible for PPG is above that of the children eligible in mathematics (33% attainment gap in mathematics), the same in Reading but below in writing (33% attainment gap in writing). A number of children identified as at risk of not achieving ARE in writing by end of the Key Stage. KS2:</p>	

	<p>Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.</p> <p>3 children are making slow progress in Reading, Writing and Mathematics</p> <p>1 child is making insufficient progress to be assessed as working at greater depth within the expected level.</p>	Strategy 1,2,3 & 4
Year 6	<p>Only 1 child in the cohort is not eligible for PPG.</p> <p>2 children identified as at risk of not achieving ARE in writing by end of the Key Stage.</p> <p>KS2:</p> <p>Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.</p> <p>A number of children eligible for PPG are not making sufficient progress in Reading, Writing and Mathematics to be assessed as working at greater depth within the expected level.</p> <p>1 child needs to further develop emotional self regulation skills.</p>	Strategy 1,2,3 & 4

Strategies used to Close the Achievement Gap at Lingdale Primary School

Strategy 1 - High Quality Teaching and Learning:

- A nurturing environment with relevant, tailored and differentiated opportunities for learning.
- Opportunities for small group experiences in a safe and secure space.
- Extra time for responses to questions or contributions to group discussion.
- Extra time for activities where needed.
- Scaffolding of activities and modelling of exemplar work and responses.
- Using practical activities and experiential learning.
- Opportunities for pupils to transfer/generalise their learning in different contexts and between different subjects.
- A clear focus on literacy and numeracy.
- Opportunities for revision and over learning.
- Access to groups where pupils are working with peers of similar levels.
- Access to grouping that enables pupils to work with peers who will provide good role models for language and communication skills and for co-operative and independent application to task.
- Teaching and learning which is multi-sensory and well structured.
- Changing direction and re-shaping tasks to enhance pupil progress and understanding.
- Making the purpose of homework explicit to learners, e.g. to increase a specific area of knowledge, or fluency in a particular area.

Effective Feedback and Marking

- Providing feedback at the right time, with a specific purpose and desired outcome.
- Ensuring it is specific, accurate and clear e.g. "It was good because you...".
- Comparing what a learner is doing right now with what they have done wrong/misunderstood before (e.g. "I can see you were focused on improving X as it is much better than last time's Y").
- Providing specific guidance on how to improve and not just tell students where they have gone wrong.

- Modelling correct work/ processes where possible and appropriate.
- Encouraging peer and self-assessment.
- Providing opportunities for pupils to make improvements following feedback.

Strategy 2 - Appropriate and Timely Intervention:

Wave 2 - Additional provision in small groups for an identified period of time

Strategy 3 – One to One Tutoring:

Wave 3 - specific target interventions outside the classroom - 1:1 - This will involve intensely focused teaching activities which tackle fundamental gaps in skills, knowledge and understanding which is preventing progress. These would usually be conducted on a 1 to 1 basis where the teacher does not expect pupils to make the expected progress in a group situation. Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks). 1:1 tutoring is additional or supplemental to normal instruction, rather than as a replacement and teachers monitor progress to ensure the tutoring is beneficial

Strategy 4– Enrichment Experiences

Basing children's learning on content that can be experienced first-hand guarantees greater meaning. Children are involved in touching, taking apart, tasting and smelling things in their here-and-now world -by doing so, they are the ones who are receiving information directly and making sense of it. Active engagement with things and ideas promotes mental activity that helps students retain new learning and integrate it with what they already know.

Lingdale Primary School – Allocation of Pupil Premium Funding Allocation 2016/2017

Year Group	Funding Allocation	Funds	Is this a new or continuing allocation?	Summary of intervention/ Year Group allocation	Specific Intended Outcomes: How will this intervention raise achievement? What will it achieve if it is successful?	How will the intervention be monitored? How will success be evidenced?
N – Y6	Educational experiences to support learning – visits or visitors (Strategy 4)	£1000 per year x 5 = £5000 (approx)	Annual commitment	EYFS – Y6	Greater engagement with learning	Half termly progress
Reception	Focussed EYFS intervention (Strategy 2)	£8784 per annum	Annual allocation	1 x 0.5 Additional TA	70% to achieve GLD	Half termly progress
Reception/ Y1/2	Focussed additional support	£3514 per annum	New allocation	5 hours per week TA	70% to achieve GLD	Half termly progress
Reception - Year 2/3	Introduce Read, Write Inc. Phonics - catch up for Y3 (Strategy 1)	41% of £ 3430 (total cost resources/ CPD) = £1406.30	Initial commitment	Reception - Y2/3	67% to achieve expected standard in Y1 Phonics test 2/3 of the Y2 Phonics Re-test to achieve the expected standard	Half termly progress
Year 1/2	Focussed KS1 intervention for children at risk of not achieving ARE at end of Y1/ ARE at	£8784 per annum	Continuing commitment	0.5 TA contract to work with individuals/ small groups developing	78% of children in Y1 to attain ARE in Reading and Mathematics /67% in writing	Half termly progress

	end of Y2/ Expected standard Y1 Phonics Test/ Y2 retest (Strategy 2)			basic literacy and numeracy skills	80% to achieve expected standard in Reading and Mathematics/ 70% to achieve expected standard in writing	
Year 3/4	Focused work to support Provision Maps for 3 Y3/4 working on PIVOTS and 3 further children at risk of not achieving ARE/ making at least good progress (Strategy 1)	1 TA (30 hours) £15294	Continuing commitment	KS2	Narrowing gap in attainment and progress towards ARE	Half termly monitoring of Behaviour File Half termly progress
Year 5/6	Focused Y5/6 intervention for children at risk of not achieving ARE end of KS2/ Making at least good progress (Strategy 2)	£8784 per annum	New commitment	1 x 0.5 Additional TA Small group support for target children in the classroom	75% of children to achieve ARE in reading /writing /mathematics by end of Y5 75% of children to achieve ARE in reading /writing/mathematics by end of Y6	Half termly progress
R – Y6	1x full day Counselling Service (Strategy 1)	5 x 1 hour sessions per week = £5500	Continuing Commitment	Referred by staff/ parents/ Other Agencies	Children making comparable progress with peers	Half termly progress

R – Y6	1/2 day per week BSED Support (Strategy 1)	1/2 day per week = £2600	Continuing Commitment	Focused work to support improved learning behaviour for 4 boys in Y4	Reduction in disruptive behaviour Children making comparable progress with peers	Half termly monitoring of Behaviour File Half termly progress
2 x Y2 children 1 x Y6 child	2 x 1 hour session per week targeted dyslexia support for 3 children	1:1 with specialist Intensive Reading Teacher £60 per 38 weeks = £2280	Continuing Commitment	1 x 1 hour session for 2 children in Y5/6	Children making comparable progress with peers in reading and writing	Half termly progress
Y5/6	Residential weekend experience for Y5/6 (Strategy 4)	% of £4500 = £3375	Annual commitment	Year 5/6	Greater engagement with learning Greater regulation of emotions Improved self esteem Improved communication skills	Review of residential by staff and children