

**Pupil Premium expenditure 2017-18**

**Pupil Premium funding awarded to Lingdale in April 2017- March 2018**

At Lingdale Primary School, during the 2017-2018 academic year, there were 56% of pupils eligible for the premium. During this academic year, the amount of Pupil Premium awarded to the school was £61,600. There were 81 children on role from Reception to Year 6. 46/81 were entitled = 56%.

Amount of PP grant received per child = £1320

**What was the funding used for?**

This funding has been used to provide the respective children with appropriate support to make expected progress in their learning. This has consisted of:

| Year Group                            | Barriers   | Addressing barriers  | Measure / Impact   | Cost    |
|---------------------------------------|--|--|--|---------|
| Teaching Assistants<br><br>Mainstream | Slow processing<br><br>Short and long term memory<br><br>Comprehension<br><br>Language<br><br>Dyslexia<br><br>Speech and language<br><br>Dyscalculia and Gaps in calculation processes linked to need for Overlearning | Quiet small group<br><br>Over learning<br><br>Inference training<br><br>Reading<br><br>Reciprocal Reading<br><br>LSA support<br><br>Edge Hill<br><br>Small regular groups work at interventions time and within core lessons | All Teaching Assistants are responsible and accountable through Performance Management for impacting on standards for vulnerable groups. They are all trained in delivering quality precision teaching tools to close the gap in key skills. All TA's have been invaluable to closing our gap for the disadvantaged.<br><br>KS1-78% Disad reading 79% Nat other – gap 0.2%<br>67% writing against 73% Nat Other – gap 6%<br>67% Maths against 79% Nat Other-gap 12%<br><br>KS2:<br>60% Disad reading 77% Nat other – gap 17%<br>40% Disad maths 80% Nat other –gap 40%<br>60% Disad writing 81% Nat other –gap 21%<br><br>Maths is a focused area of improvement for next year.<br><br>Only 1 child (20%) achieved a GDS in KS2 RWM SATs. No other disad pupils achieved a GDS in Reading, Writing, Maths or SPaG. Focus for next year on disadvantaged more able pupils achieving a GDS<br><br>Average Progress of disadvantaged pupils | £41,000 |

|                                       |  |  |   |         |
|---------------------------------------|--|--|---|---------|
|                                       | Attention deficit  |  | <p>Y1 R 3.8, w 3.5, m 3.5<br/> Y2 R 3.3, w 3.1, m 3.1<br/> Y3 R 3.3, w 2.8, m 3.5<br/> Y4 R 2.5, w 2.5, m 3<br/> Y5 R 3, w 3, m 3<br/> Y6 R 4, w 3.2, m 3.8</p>   |         |
| All school age range                  | Counselling support for children with social and emotional issues  | Trained counsellor employed for a full day for children from vulnerable families   | <p>6 children manage their own behaviour better which is impacting on their progress in Reading, Writing and Maths.</p> <p>£7400 per year</p> <p>50% of the 6 children are part of the school council</p>   |         |
| Extra Teacher for KS2<br><br>MW-UPS2) | Experienced UPS2 Teacher with SEND experience teaching a discrete class of mostly Pupil Premium children (80%) | Precision teaching plans are in place to ensure disadvantaged/SEN pupils continue to accelerate their progress In Sept 2018 (JC) | <p>All disadvantaged children in KS2 made at least good progress in the term with the UPS2 teacher in a small class size of 10.</p> <p>Y1 R 3.8, w 3.5, m 3.5<br/> Y2 R 3.3, w 3.1, m 3.1<br/> Y3 R 3.3, w 2.8, m 3.5<br/> Y4 R 2.5, w 2.5, m 3<br/> Y5 R 3, w 3, m 3</p> | £11,853 |

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|---|---|---|--|-------|
|   |   |   | Y6 R 4, w 3.2, m 3.8   |       |
| All staff   | Training for Reciprocal reading   | Training day – To improve the quality of teaching of reading. All teachers and support staff attended | For reading, end of phase data shows all year groups are broadly in line with national expected standards.<br><br>Y6 Greater depth in reading has increased from 2017 at 8.3% to 2018 at 37.5%.  | £1000 |
| Training for staff from a specialised Learning Support Teacher<br><br>(SJM) | SENCO and leaders have worked closely with a specialist LSA to improve precision teaching tools and to train teacher and support staff to impact on closing the gap for disadvantaged and SEN | Continue to work with LSA as and when necessary   | All the precision teaching tools introduced this year to impact on closing the gap have been carefully planned alongside Learning Support Services and as a result resulting in most children accelerating their learning. Also, staff have become more skilled and developed their knowledge to impact on closing the gaps for our vulnerable groups. | £500  |