

Pupil Premium funding report 2018-19

Pupil premium is additional funding provided to schools for supporting more disadvantaged pupils in order to ensure they benefit from the same opportunities as all other children. There are three categories of children that qualify for the Pupil Premium: Children who are eligible for free school meals (FSM); Looked after children and Armed Forces children.

Lingdale Primary received a pupil premium grant allocation of £58,000 during the 2018-19 academic year. At the time, 43 children were eligible for pupil premium deprivation funding. Currently, 54% of our children are classed as pupil premium. At Lingdale Primary, the main barriers to educational achievement faced by our eligible pupils are identified below:

Year Group	Identified Barrier	Addressing barriers	Cost	Measure / Impact
EYFS	Eligible children entering EYFS at 2-3 years old generally have low starting points in all areas of development, especially in speech and language. The focussed areas for improvement are to create further opportunities for our younger pupils to develop early language skills rapidly by modelling and encouraging discussion; ensure pupils develop a wide bank of vocabulary and a good understanding of language to allow them to converse well by the end of EYFS.	<p>Extra support staff employed to meet the needs of pupils entering school.</p> <p>Additional TAs trained in speech and language development and promoting/nurturing positive behaviours for learning.</p> <p>Children with SEN identified early by experienced adults and specialists are brought in to assess and support the implementation of strategies to accelerate pupils' learning to help them reach their potential. Needs identified are generally linked to speech and language, processing and cognitive development. Adults deliver personalised programmes of study to address pupils' needs, in groups or 1:1.</p>	£16,000 (BS/RS)	<p>67% of EYFS disadvantaged pupils reached a good level of development that is above national disadvantaged of (54%).</p> <p>Previous years attainment shows an upward trend</p> <p>2017 - 50%</p> <p>2018 -67%</p> <p>2019 -64%</p> <p>73% of pupils achieved a GLD in PSE. On entry to EYFS, 9% of pupils were at typical age related expectations. On leaving EYFS 64% of pupils achieved a GLD in communication and language.</p> <p>End of 2019 attainment in reading (64%) and writing (64%) were only 1 child off reaching the national expected standard.</p>

<p>Teaching Assistants</p> <p>KS1/2</p>	<p>Pupils across KS1 with attainment that is below year group expectations are mainly disadvantaged pupils or disadvantaged with SEN.</p>	<p>Funding used to provide two teaching assistants across KS1 so there is a lower ratio of pupils to staff.</p>	<p>£20,100 (RP)</p>	<p>KS1-67% Disad at exp in reading compared to 78% Nat other, 67% writing against 73% Nat Other, 50% Maths against 79% Nat Other</p> <p>22% of disadvantaged pupils working at GD in RWM combined.</p> <p>In KS1 56% of disadvantaged pupils achieving the EXS across RWM compared to 71% at national other.</p> <p>Gaps were closed further across KS2 resulting in:</p> <p>KS2 71% disadvantaged at exp in SPAG</p> <p>57% disadvantaged at exp in reading</p> <p>57% disadvantaged at exp in maths</p> <p>57% disadvantaged at exp in writing</p> <p>28.6% disadvantaged achieved GDS in KS2 maths SATs. 42.9% disadvantaged achieved GDS in KS2 reading and 14.3% in writing and SPAG.</p> <p>Progress of disadvantaged pupils</p> <p>Y1 R 3.2, w 3.4 , m 3.4</p> <p>Y2 R 3.1, w 3.5, m 3.1</p> <p>Y3 R 2.5, w 2.5, m 2.8</p> <p>Y4 R 2.8, w 3, m 3.1</p> <p>Y5 R 3.5, w 3.5, m 3.5</p> <p>Y6 R 3.1, w 3.4, m 3.5</p>
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All school age range	Counselling support for children with social and emotional issues	Trained counsellor employed for a half day for children from vulnerable families	£3500 (HK)	<p>All reports show that the children improved their social and emotional development and improved their confidence.</p> <p>Children with challenging behaviour at home, work with other services to discuss ways forward to support their social and emotional barriers.</p>
ChExtra Teacher for KS2	Experienced third 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.	£15,500(JC)	<p>All disadvantaged children in KS2 made at least good progress in the year.</p> <p>Progress of disadvantaged pupils</p> <p>Y1 R 3.2, w 3.4 , m 3.4</p> <p>Y2 R 3.1, w 3.5, m 3.1</p> <p>Y3 R 2.5, w 2.5, m 2.8</p> <p>Y4 R 2.8, w 3, m 3.1</p> <p>Y5 R 3.5, w 3.5, m 3.5</p> <p>Y6 R 3.1, w 3.4, m 3.5</p>
Teaching Assistants and resources mainstream	<p>Pupils across school with attainment that is below year group expectations are mainly disadvantaged pupils or disadvantaged with SEN with varying needs such as: Processing difficulties, working memory, language, dyslexia, speech and language, attention deficit, dyscalculia or gaps in number/calculation understanding. A focused area for improvement this year is to increase the number of disadvantaged more-able pupils achieving a level of GD.</p>	<p>TAs are trained to support teachers during lessons and in a range of high quality precision teaching methods to close gaps of disadvantaged pupils and vulnerable groups and to further extend learning of pupils at the expected standard to enable them to achieve a deep level of knowledge and understanding. TAs are made accountable for this through PM. TAs and Teachers will also be trained to support disadvantaged pupils with SEN through completion of CPD based around SEN to support all staff in matching a curriculum and precision teaching/support programme based on pupils' needs.</p>	£5000 (AH)	<p>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.</p> <p>All TA's have been invaluable to closing our gap for the disadvantaged.</p>

