

Pupil premium strategy statement Lyneham Primary School

| 1. Summary information | | | | | |
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| School | Lyneham Primary School | | | | |
| Academic Year | 17/18 | Total PP budget | £49,100 | Date of most recent PP Review | 26 th May 2016 |
| Total number of pupils | 335 | Number of pupils eligible for PP Including LAC & FSM6 | 26 | Date for next internal review of this strategy | May 2018 |

| 2. Current attainment For End of KS2 2017 | | |
|--|---|--|
| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % making ARE in reading | 80% | 71% |
| % making ARE in writing | 80% | 79% |
| % making ARE in maths | 60% | 77% |
| % making ARE in reading, writing and maths | 60% | 61% |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
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| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | Children from a lower PAG (Y5 & Y6) or a lower PAB (Y4<) are not making accelerated progress in order to attain higher. |
| B. | Low self-esteem- children have low aspirations, which is reflected in the quality and effort put into their learning. |
| C. | Low prior attainment sets lower expectations on outcomes- teachers have not provided enough challenge. |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| D. | On entry at EYFS, children are typically working below the average standard. Leads to low attainment and gap widening. Parental Engagement- school work is not valued and little support is given at home to encourage or motivate children to learn. Social and emotional difficulties due to issues at home eg- domestic violence, neglect Low levels of attendance leads to significant gaps in learning. Limited life experiences- exposure to culture. Access to extracurricular activities outside of school hours. |

| 4. Desired outcomes | | |
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| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | 90% of children make at least good progress from PAG (Y5 & Y6) or PAB (Y4<) | The attainment gap between PP and non PP children will be narrowed. |

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| | | More PP children will achieve a scaled score of 100 or more at end of KS2. |
| B. | To improve rates of progress for PP children across the school. | Our assessment system will show attainment and progress made by PP children will be similar to that of their non PP peers. Mastery of Maths teaching adopted across the school. Word Blaze used in KS2. |
| C. | To engage parents of PP learners more deeply in the education of their children. | Improve curriculum help sections within the school website. Improve communication on the website regarding school-based clubs and activities. Hold curriculum evenings and parents learning nights. |

5. Planned expenditure

Academic year

2017/2018

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 | Review Date & impact |
|---|--|--|--|------------|----------------------|
| <p>All children have access to support needed for them to make progress across the curriculum. <i>Where children are PP only, they will make equal or better progress than their peers. Where children are SEND and PP, they will make at least 3pt. progress from their starting points.</i></p> | <p>Teachers and senior leaders will identify needs of children from Pupil Progress meetings. They will then direct support staff to implement additional interventions and support sessions.</p> | <p>It is important that children have the support in place so, regardless of their background, they can make the same progress as that of their peers.</p> | <p>Performance management of teachers and support staff showing the accountability for progress and attainment of the children they teach/support.</p> | SLT | End of Term 3 17/18 |
| | <p>Non class based SENDco to ensure that all children are getting the support they need in order to achieve.</p> | <p>Due to the high mobility within our school, children are continually arriving and leaving with extra needs. Our SENDco is non class based ensuring that pupils with SEND receive the highest quality provision & specialist teaching.</p> | <p>Termly pupil progress meetings will ensure that any child causing concern will be raised and discussed with the SENDco</p> | BM/SLT | Termly |
| | <p>The School has a Pupil Premium Champion who is a member of the SLT, who is responsible for monitoring the provision for PP children.</p> | <p>It is important that PP children are on everyone's agenda so by having a Pupil Premium Champion this will make sure that these children's needs are monitored and addressed within class.</p> | <p>The pupil premium champion will monitor the progress and attainment of PP children on a weekly basis.</p> | LW | Termly |
| <p>All teachers are secure in their ability to teach all children, regardless their need or background. <i>Teaching across the school will be deemed at least good.</i></p> | <p>Focused CPD session and individual support plans provided to fill teachers' knowledge gaps.</p> <p>Use of an English Consultant</p> | <p>It is vitally important to ensure that teachers are given a sufficient training to enable them to have the expertise to guarantee all children make progress.</p> | <p>Training programme will be outlined and implemented during the academic year. Areas of need identified during Pupil Progress meetings will be shared and developed.</p> | LW | End of Term 3 17/18 |

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| <p>The progress of all children is closely monitored – with PP eligible children at the top of any Pupil Progress Agenda. <i>PP children will make equal or better progress than their peers (3Pts)</i></p> | <p>Pupil Progress meetings once a term. Pupil Premium children being the first point of discussion.</p> | <p>This will aid teachers in selecting the correct intervention/support needed to help children in their class make accelerated progress.</p> | <p>Actions set out in Pupil Progress meetings will be followed up by Deputy Head & SLT.</p> | <p>LW</p> | <p>End of Term 3 17/18</p> |
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Total budgeted cost £17,545

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 | Review Date & impact |
|--|----------------------------------|--|---|-------------------|---------------------------------|
| <p>Children with emotional or behavioural needs are given the support to make progress both personally and academically.</p> | <p>ELSA, Play Therapist, PSA</p> | <p>If children are given the tools to be calm, positive learners in control of their emotional and behavioural safe they will be more able to make academic and personal progress. ELSA: Educational Endowment Foundation +4 months. Play Therapist: Educational Endowment Foundation +3 months.</p> | <p>We will case study a selection of selected children and monitor their progress and attainment.</p> | <p>BM/LW</p> | <p>Termly</p> |

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| PP Children in Year 6 will show accelerated progress towards ARE. <i>Where children are PP only, they will make equal or better progress than their peers. Where children are SEND and PP, they will make at least 3pt. progress from their starting points.</i> | GAP Busting - Targeted support for children in KS2 to reduce gap in attainment and ready children for the next phase in their education | Reducing the teaching size for PP children will support them making accelerated progress as it will ensure more targets support from teacher. 1-2-1 tuition: Educational Endowment Foundation +5 months | Data analysis | LW | From Term 3 17/18 |
| Improved reading age for PP children across the school. <i>By EOY PP children will have a reading age in line or better than their chronological age, where starting from a significantly lower starting points they will make accelerated progress from this starting point.</i> | Daily, 121 reading with CT or TA. Reading Leader Word blaze Core Literacy Texts | Recommended by PP reviewer. To ensure that disadvantaged children are provided with daily opportunities to read and develop their decoding and comprehension skills. 1-2-1: Educational Endowment Foundation +5 months. To ensure that PP children who are falling behind are provided with targeted intervention in Phonics. | Pupil Premium Action plan will show mile stones and targets, which will be monitored by SLT and Governors. | LW | Dec 17, March 18, July 18 |

Total budgeted cost £20,783

iii. Other approaches

| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | Review Date & impact |
|--|---|---|--|------------|----------------------|
| Supportive 'wrap around' care for vulnerable children. | Lunch time club A safe space for children to use during unstructured lunch time. Staffed by ELSA, TA & SLT. After school club provision. Help extend the school day for vulnerable children. Provide children with additional opportunities to build and develop self-esteem. Holiday Sports Club. | Continuation of a successful strategy which has been used for some time. Lunch Time sports clubs: Educational Endowment Foundation +2 months Holiday sports clubs: Educational Endowment Foundation +2 months | Monitoring new children who should have this provision focused towards them. Monitoring of behaviour incidents at lunchtime and the decreased impact of lunchtime play on afternoon learning. Case studies of children who have attended after school clubs who have had a change in attitude and improved their attainment. Monitor the uptake of clubs and participation of trips. | LW/ELSA | Termly |

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| | <p>Help to provide care for vulnerable children during holidays at a subsidised price, providing opportunities to increase self-esteem, aspirations & engagement.</p> <p>Subsidised trips. School trips and residentials are subsidised for vulnerable children ensuring access for all.</p> | <p>Subsidised trips: Educational Endowment Foundation +4 months</p> | | | |
| Total budgeted cost | | | | | £10,772 |

| 6. Review of expenditure | | | | |
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| Previous Academic Year | | 16/17 | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action/approach | Estimated 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 |
| All children have access to support needed for them to make progress across the curriculum. <i>Where children are PP only, they will make equal or better progress than their peers. Where children are SEND and PP, they will make at least 3pt. progress from their starting points.</i> | Teachers and senior leaders will identify needs of children from Pupil Progress meetings. They will then direct support staff to implement additional interventions and support sessions. | PP pupils were monitored through Pupil progress meetings every 4 weeks. | All children will continue to be monitored through pupil progress meetings termly, with phase leader and Class Teacher. Pupil Premium Leader will monitor PP children through book scrutinise, making case studies of individual children and championing these children at every available opportunity. | |
| All teachers are secure in their ability to teach all children, regardless their need or background. <i>Teaching across the school will be deemed at least good.</i> | Focused CPD session and individual support plans provided to fill teachers' knowledge gaps. | CPD was provided to support questioning. Through lesson observations it was identified that questioning to all vulnerable groups has been improved. | Through performance management meetings CPD opportunities will continue to be explored and prioritised. | |
| The progress of all children is closely monitored – with PP eligible children at the top of any Pupil Progress Agenda. <i>PP children will make equal or better progress than their peers (3Pts)</i> | Pupil Progress meetings every 4 weeks. Pupil Premium children being the first point of discussion. | Progress checks were unsuccessful towards T3 due to the data issue in school. End of T6 analysis needs to be fed into this year's PP review strategy. | | |

ii. Targeted support

| Desired outcome | Chosen action/approach | Estimated 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 |
|---|---|---|---|------|
| Children with emotional or behavioural needs are given the support to make progress both personally and academically. | ELSA, Play Therapist. | Pupil voice has shown that children who have accessed this resource have said that they feel better settled in their day to day school life and more prepared to go to their learning. One child, who had an attendance issue, improved their attendance from 70% to 100% after accessing ELSA Support. | Continue to provide support to children with emotional and/or behavioural needs in a variety of ways | |
| PP Children in Year 6 will show accelerated progress towards ARE. <i>Where children are PP only, they will make equal or better progress than their peers. Where children are SEND and PP, they will make at least 3pt. progress from their starting points.</i> | GAP Busting - Targeted support for children in KS2 to reduce gap in attainment and ready children for the next phase in their education | 50% of PP children achieved RWM combine. 66% Achieved Writing. 50% Achieved Maths 66% Achieved Reading | Continue to provided target 1-2-1 and small group support in Maths, Reading & Writing, initially for children in Y6 and then with children in Y5. | |
| Improved reading age for PP children across the school. <i>By EOY PP children will have a reading age in line or better than their chronological age, where starting from a significantly lower starting points they will make accelerated progress from this starting point.</i> | Daily, 121 reading with CT or TA. | Of the PP children who's reading age was below their chronological age on average children made 14 months progress following the intervention. | PP leader and Literacy Lead to monitor the amount of times PP children read within school and at home. Children to access new initiatives such as Word Blaze. Each child within the class to have greater access to the class text. | |

iii. Other approaches

| Desired outcome | Chosen action/approach | Estimated 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 |
|--|--|--|---|------|
| Supportive 'wrap around' care for vulnerable children. | Lunch time club A safe space for children to use during unstructured lunch time. Staffed by ELSA, TA & SLT. After school club provision. Help extend the school day for vulnerable children. Provide children with additional opportunities to build and develop self-esteem. | Behaviour incidents for children who attended lunch time club were reduced. For children who have had additional out of school opportunities, teachers reported that they engaged more with their learning and have improved self-esteem. | Continue to provide Lunch time and after school provision and include provision for holidays. Subsidise the cost of school trips and residentials for vulnerable children. | |