

# Linchfield Community School Pupil Premium strategy / self-evaluation



1. Summary information					
<b>School</b>	Linchfield CP School, Crowson Way, Deeping St James, PE6 8EY				
<b>Pupil Premium Champion</b>	Susannah Millsom				
<b>Academic Year</b>	2020/2021	<b>Total PP budget</b>	£76,665	<b>Date of most recent PP Review</b>	October 2020
<b>Total number of pupils</b>	353	<b>Number of pupils eligible for PP</b>	57	<b>Date for next internal review of this strategy</b>	January 2021

## 2. Pupil Premium Information

“The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.” (DfE website 26th April 2012)

At Linchfield Community Primary School we are committed to providing all of our pupils with a balanced and broad curriculum, ensuring they reach their full potential and progress in all areas. The school receives funding to ensure we provide additional support to raise the attainment of disadvantaged pupils, this is called Pupil Premium. Every pupil who is eligible for free school meals, or who has been in receipt of them in the last six years, receives £1320 for the academic year. Pupils who are looked after receive £2,300 and service pupils receive £300. All of these pupils are referred to as Ever 6. It is our role to ensure we allocate and spend this funding responsibly in order to have an impact on the progress of these pupils and close the gap between the non-pupil premium pupils. Since September 2014, all pupils in KS1 have received universal free school meals, meaning most pupils aged 4 to 7 have a hot meal, every day, in school. Those pupils in KS1, whose families are classed as disadvantaged, are in receipt of the pupil premium funding too.

In June 2019 the Education Endowment Fund (EFF) published “The Guide to Pupil Premium.” Our strategies which reflect the advice in order to diminish the difference in attainment for pupils in receipt of Pupil Premium funding are as follows;

- Facilitating Quality First Class teaching and deploying staff effectively.
- Ensure robust tracking of attainment and identify barrier to learning for individual pupil premium children.
- Continuing professional development will be a priority, including teachers new to teaching, early careers teachers and for recruitment and retention.
- Targeted support for pupils who are not making expected progress.
- Monitoring and addressing low attendance.
- Meeting the individual learning needs including those who are higher attainers.
- Ensuring pupils receive social and emotional support for mental well-being.
- At regular intervals throughout the year, the spending is evaluated and the impact monitored.
  - Quality of Education and Curriculum – to personalise the National Curriculum to meet the needs of all pupils and further develop strategies to ensure pupil premium children make progress in line with and exceed that of non-pupil premium children
  - Wider outcomes – to ensure no child misses out on educational enrichment due to financial difficulties; to provide a range of opportunities for pupils, no matter what their background, to access learning opportunities outside the curriculum.
  - Attendance – to ensure attendance of pupil premium children is at least 97%.

2. Current attainment		
	<i>Pupils eligible for PP (Baseline Oct 2020)</i>	<i>Pupils not eligible for PP</i>
% not yet tested and therefore no data (joined the school after last assessment)		
% achieving expected standard or above in reading, writing & maths		
% making expected progress in reading (as measured in the school)		
% making expected progress in writing (as measured in the school)		
% making expected progress in mathematics (as measured in the school)		
<b>Attendance 2019 -2020</b>	93.02%	97.23%

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>Academic</b>	Loss of education due to Covid-19 school lockdown. Diminish the difference between PP and non-PP students in progress and attainment (both at expected standard and greater depth standard),
<b>Well being</b>	Covid-19 means an extensive period of time where the disadvantaged children and families have been in an environment where they feel they belong and are comfortable therefore movement back into school may be compromised.  Losing self-esteem when comparing themselves with their peers - interventions to happen quickly for those children who are not at the expected level within school (where there is not a special educational need)
<b>Enrichment and engagement</b>	Access to home learning during Covid-19 lockdown has been varied. Engage parents understanding and expectations of the curriculum to further support in home learning.  Experiences for children are sometimes limited therefore they are missing out on vital experiences to help enhance learning and ensure they have high expectations for themselves. Covid-19 could have enhanced this as integration beyond their home will be varied as well as the extent of interaction within the home
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )	
<b>Others</b>	Engagement of parents Attendance was lower for PP pupils than non-PP pupils. Some PP pupils had higher incidents of lateness

4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
<b>Academic</b>	To ensure all pupils are 'ready to learn', that they display consistently positive attitudes and behaviours for learning, and develop good learning dispositions. Pupils are emotionally ready to become independent and resilient learners.	<ul style="list-style-type: none"> <li>• Pupils are able to sit, listen and concentrate.</li> <li>• Pupils have good social skills so that they can work and learn collaboratively</li> <li>• Pupils are able to organise their own learning, follow instructions and work independently</li> <li>• Pupils can talk about what they are learning, why and how this links to prior knowledge</li> <li>• Pupils talk positively about what they know, they are able to talk about when they find learning hard and what they do to get over this</li> </ul>
	To ensure that no child is left behind, the quality of provision and learning experiences for all pupils is consistently good or better. Quality first teaching and the provision of research based interventions meets children's specific needs.	<ul style="list-style-type: none"> <li>• The percentage of PP Pupils working at age related expectations is the same or better than local and national percentages</li> <li>• Teaching ensures all pupils make good progress</li> <li>• Interventions are planned to meet specific pupils needs, these are regular reviewed and adapted</li> </ul>
	To ensure that the curriculum is broad and balanced so that those pupils in receipt of PP can achieve well across the curriculum. Providing a wide range of experiences (visitors, visits, workshops) and high quality resources to ensure a rich curriculum.	<ul style="list-style-type: none"> <li>• The curriculum is broad and balance and provides opportunities and learning experiences for all pupils</li> <li>• Pupils make good progress</li> <li>• Pupils take part in a wide range of learning experiences including visitors, visits, and workshops.</li> <li>• Pupils have access to high quality resources which support their learning</li> </ul>
<b>Well being</b>	To ensure children have access to quality support for emotional wellbeing to ensure they are able to access the school curriculum without any emotional barriers.	<ul style="list-style-type: none"> <li>• Pupils have access to a wide variety of pastoral support</li> <li>• Pastor support helps develop the children emotional wellbeing.</li> <li>• Pupils are supported with strategies to help support them in the classroom.</li> </ul>
<b>Enrichment and engagement</b>	All pupils have access to high quality resources and experiences to support their learning	<ul style="list-style-type: none"> <li>• All pupils have access to the same provisions in school regardless of social barriers.</li> </ul>
<b>Others</b>	To improve the parental engagement by reaching out to the parents/carers using different tools such as social media  Continuing to improve parental engagement and increase learning of disadvantaged pupils.	<ul style="list-style-type: none"> <li>• All staff will offer an increased range of materials accessed by parents such as Facebook and Twitter School pages.</li> <li>• Children will access learning via SEESAW and there will be parenting video sessions that will be pre-recorded instead for Chance to Share Sessions so that parents can still see children's work.</li> <li>• Parental engagement in school events will increase.</li> </ul>

## 5. Planned expenditure 2020-21

Academic: Quality of teaching for all					
Action	Intended Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
To ensure quality first teaching for PP pupils	To ensure that no child is left behind, the quality of provision and learning experiences for all pupils is consistently good or better.	<a href="https://researchschool.org.uk/rosendale/blog/pupil-premium-making-it-better">https://researchschool.org.uk/rosendale/blog/pupil-premium-making-it-better</a> September 2018  School OFSTED January 2019	-Monitoring of lessons -Monitoring of teaching & learning -Children progress in books -Data analysis.	SLT Phase Leaders PP Champion	January 2021 June 2021
	To ensure that the curriculum is broad and balanced so that those pupils in receipt of PP can achieve well across the curriculum.		Clear frameworks in place for staff to deliver a progressive curriculum	Headteacher	Ongoing through monitoring cycle
	To ensure teaching staff knowledge of pedagogy and practice through research and CPD		-Quality professional development -Monitoring of lessons -Monitoring of teaching & learning -Children progress in books -Data analysis.	SLT Phase Leaders PP Champion	Ongoing through monitoring cycle
To ensure children have access to a wide variety of reading resources.	Pupils are fully supported by learning resources being made available to them. Pupil enjoy using resources to complete tasks that not only consolidate but also extend their learning.	Linked to SIP	Accelerated reader purchased so that children have access to a variety of reading material and progress tracked.	English Team	Termly.
	Higher proportion of children at age related expectations in EYFS, Y2 and of Year 6		Up to date books ensure that children are reading books that they enjoy.		

	Children are able to talk about books they read and recommend them.		Children are tested on texts read to ensure they are understanding what is being read.		
<b>Total budget cost.</b>					£15,000

### Academic: Targeted support

Action	Intended Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
Focused intervention groups to support Maths and English skills with a particular focus on reading (academic interventions)	To ensure that children receive appropriate support so that they achieved broadly in line with their peers	Linked to the school Improvement plan.	-Quality professional development -Monitoring of lessons -Monitoring of teaching & learning -Children progress in books -Data analysis.	SLT Phase Leaders	Ongoing through monitoring cycle
Focused intervention groups which develop positive mindset, positive relationships, dispositions and attitudes (Pastoral interventions)	To ensure all pupils are 'ready to learn', that they display consistently positive attitudes and behaviours for learning, and develop good learning dispositions. Pupils are emotionally ready to become independent and resilient learners.	Education Endowment Fund, EEF, Making the best use of teaching assistants  • deliver structured high quality interventions which are evidence-based. Explicit connections should be made between everyday classroom teaching and learning and these structured interventions	-Quality professional development -Monitoring of lessons -Monitoring of teaching & learning -Children progress in books -Data analysis.	SLT Phase Leaders	Ongoing through monitoring cycle
<b>Total budget cost.</b>					£20,000

<b>Welbeing</b>					
<b>Action</b>	<b>Intended Outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>When will you review implementation?</b>
To provide alternative provision for pupils who need emotional and social support.  Tailored interactions to promote emotional development.	Educational Psychologist and CASY counselling service available for children to access.		-Review progress of pupils' emotional and social wellbeing. - Meet with teachers, child and parents to support. -Pupils interact in a small groups with additional resources to encourage emotional and social interaction.	Inclusion team	-Monitor and review each half term with teacher, child and parents. -Plan next steps
<b>Total budget cost.</b>					£20,000

<b>Enrichment and Engagement</b>					
<b>Action</b>	<b>Intended Outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>When will you review implementation?</b>
To support pupils with high quality resources and experiences to support their learning. (school uniform, visits, visitors, clubs and extra-curricular experiences)	Supporting families by subsidising school workshops, visits and resources to enable every child to experience real life situations.		Monitoring of additional resources and experiences provided. Parent and pupil feedback. Analysis of impact on learning.	Pupil premium Champion	February 2021 June 2021
<b>Total budget cost.</b>					£3,000

<b>Other approaches:</b>					
Action	Intended Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
To support parents to have access to the school and the curriculum	More parents responding through twitter, facebook.  Parents will be aware of the high expectations of their children and what this involves.		Monitoring "hits", and feedback on social media platforms  Parent and pupil feedback via surveys / questionnaires	Pupil premium Champion	Termly
To ensure children are in school ready to learn.	Attendance of Pupil Premium is 97%.		Attendance tracked and monitored by the office and data provided each week to Pupil Premium lead to help quickly identify those at risk.	Inclusion team Pupil Premium champion	Inclusion team.
Total budget cost.					£2,000

**6. Review of Expenditure: To be carried out in September 2021.**

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>