

Pupil premium strategy / self-evaluation (primary, middle)

1. Summary information					
School	Linchfield CP School, Crowson Way, Deeping St James, PE6 8EY				
Pupil Premium Lead	Mrs Sue Shaw				
Academic Year	2019/20	Total PP budget		Date of most recent PP Review	PP Report 2018/19
Total number of pupils	459	Number of pupils eligible for PP	58	Date for next internal review of this strategy	

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average 2018)</i>
% achieving expected standard or above in reading, writing & maths	9% (5 children)	64%
% making expected progress in reading (as measured in the school)	29% (17 children)	75%
% making expected progress in writing (as measured in the school)	24% (14 children)	78%
% making expected progress in mathematics (as measured in the school)	17% (10 Children)	76%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Development of curriculum and reading scheme in Reading, to develop a reading strategy that will ensure pupil premium children make expected progress in line with non-pupil premium peers.
B.	Development of curriculum and teaching strategies in Maths; to develop a strategy that will ensure pupil premium make expected progress in line with non-pupil premium peers.
C.	Identification of additional support for those pupil premium children already achieving expected progress to achieve mastery in subjects.
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	Improving parental engagement using the HUB and Support Staff with specific and targeted intervention, to continue to improve parental engagement and increase learning of pupil premium children.

4. Intended outcomes (specific outcomes and how they will be)		Success criteria
A.	Pupil Premium children identified as falling behind in reading, to be in line with non-pupil premium peers. Targeted support to be put into place to ensure these children make accelerated progress closing the attainment gap.	<p>Development of a robust reading curriculum and reading resources that will enable pupil premium children to make progress in line with non-pupil premium peers.</p> <p>Use of LLE support to develop quality first teaching strategies and implementation of curriculum via CiT support package.</p> <p>Catherine Caudwell – external moderation support and curriculum expert/ Becky King SLE CiT, working with Di Long and Selina Ratchford to develop curriculum and quality first teaching in reading and writing.</p> <p>PP Champion to moderate reading attainment across the pupil premium children and ensure these children are targeted in planning and implementation within lessons and interventions – supported by James Ellis Pupil Premium SLE (CiT)</p> <p>Plugging Programmes to identify gaps for PP children and support intensive intervention, to make accelerated progress in reading, with targeted and measurable outcomes – supported by Donna Canham (Inclusion Lead)</p> <p>Number of pupil premium children achieving expected standard in reading to rise, in line with non-pupil premium children.</p>
B.	Pupil Premium children identified as falling behind in maths, in line with whole school attainment in maths, and targeted support to be put into place to ensure these children make accelerated progress closing the attainment gap.	<p>Development of a robust maths curriculum and maths teaching strategies across the school to be assessed for suitability and White Rose Maths schemes of work to be implemented to pupil premium children make progress in line with their non-pupil premium peers. Scott Reeve to be supported by LLE and SLE (CiT) to develop curriculum and implementation.</p> <p>CPD to continue to ensure Staff have a clear expectation of standards and implementation of maths provision developing quality first teaching across the school.</p> <p>PP Champion to moderate maths attainment across the pupil premium children and ensure these children are targeted in planning and implementation within lessons and interventions – supported by James Ellis Pupil Premium SLE (CiT)</p> <p>Plugging Programmes to identify gaps for PP children and support intensive intervention, to make accelerated progress in reading, with targeted and measurable outcomes.</p> <p>Number of pupil premium children achieving expected standard in Maths to rise, in line with non-pupil premium children.</p>
C.	Review support offered to children already achieving expected standard progress and attainment, raising staff expectations towards Mastery outcomes within a robust curriculum and development of quality first teaching strategies.	<p>To ensure all staff are aware of what Mastery looks like for children, using National Curriculum Standards and internal/external moderation to inform across the school and develop quality first teaching expectations.</p> <p>Development of robust curriculum descriptors for all subjects and specific and targeted training and support package from LLE and SLE – specifically this review period, in Maths as this is the lowest performing area for Pupil Premium children in line with non-pupil premium peers.</p> <p>Use of plugging programs to give intensive support over short period of time that will lift identified pupil premium children to greater depth – using targeted and measurable outcomes.</p> <p>Number of children achieving GD attainment to rise, in line with non-pupil premium peers.</p>

D.	TO increase the parental engagement using the Hub, Inclusion team and Friends Programme.	<p>Number of parents accessing support within school to increase – either via support groups/ subject specific events/ attendance at parent’s evenings and pupil led events.</p> <p>Inclusion Team to continue to deliver targeted interventions for all children, not just Pupil Premium children.</p> <p>Friends Licence to be purchased and training attended – family-based intervention programmes to be initiated with measurable outcomes using a range of supporting documentation from the programme.</p> <p>CPD rolled out to staff members with regards to the Friends Programme.</p> <p>Implementation of the Friends group to be reviewed after 1 year of running.</p>
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5. Review of expenditure				
Previous Academic Year		2018/2019		
i. Quality of teaching for all – Academic Support				
Action	Intended outcome	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
<p>Targeting children, through performance management targets, pupil progress meetings, to identify gaps in learning and will inform planning (3x per year)</p> <p>Use of Scholarpack to track core subjects (3x per year)</p> <p>Use of NFER assessment to look at gaps in learning and address key areas.</p> <p>Support interventions that need to be delivered by Teaching or TA staff members.</p>	<p>To continue to diminish the difference between PP and non-PP students in attainment and progress.</p>	<p>PP Results: Reading Below 28% Writing Below 34% Reading WT 19% Writing WT 19% Reading EXP 34% Writing EXP 29% Reading GD 9% Writing GD 7%</p> <p>Maths Below 28% Maths WT 29% Maths EXP 26% Maths GD 7%</p> <p>These results show that Pupil Premium children are currently not working in line with non-pupil premium peers despite the actions taken over the last reviewed period. PPM Meetings were held 3 x and were able to target those children with gaps and specific needs however, they did not include specific mention of pupil premium children. NFER Assessments were effective in informing gaps and teaching throughout the school. Interventions were supported however, cover was needed on a regular basis and therefore not all interventions happened as regularly as they were planned to.</p>	<p>NFER Assessments to continue as an effective way to assess gaps and inform teaching.</p> <p>PPM meetings whilst effective in targeting those children across the school, it did not specifically target pupil premium children and therefore this has been addressed going forward.</p> <p>Scholarpack to continue to be used to track pupil progress – this may change on the academisation by CIT.</p> <p>TA interventions and quality first teaching / first day interventions are effective but lessons have been learned from using TA staff to cover absences and the impact this has on delivering and consistency of interventions.</p> <p>Support in developing curriculum and quality first teaching has been identified across the school and work is being carried out with LLE and SLE teams.</p>	
<p>Sensory Circuits to be set up to enable children to concentrate in class and complete work set.</p>	<p>To enable children to come into class ready to learn.</p>	<p>Sensory circuits were run 4x a week for targeted children (not all were PP children)</p> <p>Teachers reported that the circuits worked to some degree but were not effective for all children.</p>	<p>Specific training was required to ensure the circuits were being run in an effective and targeted manner. Circuits did not always happen due to lack of space and staffing issues. PP children were not a priority in assessing need and attendance at the circuits. Circuits are not now running and it is felt that a more integrated EBD/Social Skills intervention in more of a priority and that sensory circuit activities could be run in class for the benefit of all the children. Clear impact measures need to be set and assessed to ensure effectiveness of any sensory package to be used going forward.</p>	

ii. Targeted support – Enrichment and Engagement				
Action	Intended outcome	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
Enrichment to ensure children experience and equal access to a broad and balanced curriculum	To increase involvement of PP children in extra activities offered in school.	All PP children have received financial support to access music lessons, swimming lessons, after school activity clubs, class trips and to take part in residential trips appropriate to their year group. These have been on an as needed access and are available to all PP children and their families.	Monitoring of children accessing these facilities has been intermittent. This is now specifically documented to ensure clarity of access. Children will continue to have access to music, swimming, after school clubs and residential activities and class trips where needed.	
iii. Other approaches – Emotional/Social/Behavioural Support and Well Being.				
Action	Intended outcome	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
Teaching Team to support the wellbeing of children and their families TA and support staff to be given responsibilities in supporting vulnerable pupils and their families.	Engagement of families within the school environment and engaging vulnerable pupils with levels of support needed to make progress.	TA's already supported many vulnerable children identified with the classes they were responsible for however they were not given specific children with targeted outcomes. Nurture group run by specific TA's; this became a huge task for one TA to control and develop although a large number of children (both PP and Non-PP received support from the group. Reading with Alfie the Dog - Reading with Alfie was instigated in the middle of the year and whilst not directly targeted at PP children, it has had a positive impact on reluctant readers.	Targeted outcomes needed with a specific drive and focus for each child – this is to be addressed using the Plugging Program which will identify need and give measurable and targeted outcomes. Changes to the Safeguarding and Inclusion Team there have been significant improvement in identifying needs of vulnerable children and ensuring they are given the appropriate support. Reading with Alfie the Dog to continue as a well being and support network for reluctant readers – targeting PP children. Moving forward the team will be developing the use of the Friends programme to support social, emotional and well-being of pupil premium children identified as needing support to meet developmental milestones and ensure mental health strategies are implemented across the school.	

<p>Increased parental engagement, to support parents understanding of how children learn in school.</p>	<p>Higher parental engagement within school.</p>	<p>Weekly 'Chat and Chill' sessions were held consistently and addressed a range of parental issues within school from reading strategies, phonics, maths through to parenting and behaviour management strategies and healthy lunches. Attendance at these were limited and did not engage those targeted parents that would have benefited from them.</p> <p>Safeguarding and Inclusion Team have held specific information evenings aimed at Online Safety, SEN Support availability, safeguarding and Curriculum - attendance at these has again been very low.</p> <p>Little Linchfield Pre School Activity Sessions run by 2 volunteers are particularly well attended and have engaged parents in accessing EYFS.</p> <p>Parent Volunteers in school is on the rise after a concerted effort to ensure parents are aware of the volunteering opportunities within school. Whilst numbers are still low, we are seeing a rise in available volunteers.</p>	<p>Parental engagement across the school is still very low however there has been a rise in parents engaging with the EYFS team and this could stem from those parents accessing Little Linchfield and positivity surrounding the group.</p> <p>The Safeguarding and Inclusion Team are working hard to develop parental engagement and have targeted parents who now access the HUB for their children. This is a steady progress that takes a significant number of man hours to develop further. Michelle Turner and Becky Roberts are dedicated TA's in the HUB, overseen by Donna Canham (Inclusion and Safeguarding Lead)</p> <p>Development of the Friends Programme using the units specifically designed to increase parental involvement and confidence to work alongside teachers and the school for the benefit of the learning for their children.</p>	
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6. Planned expenditure

Academic year

2019 -2020

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. 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?
Development of a robust and detailed curriculum leading to quality first teaching in reading as part of the School Development Plan.	An increase in pupil premium children achieving expected standard in reading attainment, in line with non-pupil premium peers.	Pupil Premium attainment data and identification of whole school requirements.	Development of a robust reading curriculum and quality first teaching strategies across the school – using Read Write Inc scheme in EYFS and KS1 / Power of Reading in KS2 Curriculum development supported by Catherine Cauldwell – LLE County Moderator SLE support from Ms Becky King – Experienced Head/Ofsted Inspector/ CiT Supporting lead. Continued review and supervision using moderation, lesson planning and book scrutiny, lesson observations and review of strategies being implemented. Development and implementation of marking Day on a Page booklets to inform first day intervention and continuous AFL provision planning.	Mrs Ratchford Deputy Head – Curriculum Development. Ms D Long – English Lead Ms A Bakermault & Mrs K Roberts English Team.	July 2020.

Ongoing CPD and implementation of Maths strategies across the school.	An increase in children achieving expected standard in maths attainment	Pupil Premium attainment data and identification of whole school requirements.	Development of a robust maths curriculum and quality first teaching strategies across the school using White Rose Maths scheme of concrete, pictorial and abstract maths teaching across the whole school. SLE support from Ms Becky King – Experienced Head/Ofsted Inspector/ CiT Supporting lead Continued review and supervision using moderation, lesson planning and book scrutiny, lesson observations and review of strategies being implemented. Development and implementation of marking Day on a Page booklets to inform first day intervention and continuous AFL provision planning.	Mr S Reeve – SLT Maths Lead	July 2020.
Total budgeted cost					

ii. 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?
Total budgeted cost					
iii. Other approaches					
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?
Purchase of the Friends Programme Licence and roll out of CPD	Increased parental engagement and development of targeted social support work for PP children	Limited parental engagement of hard to reach parents with school led initiatives such as Online Safety Sessions/Chat & Chill Sessions/ Phonics Support Sessions. Lack of specific and target social, emotional and well-being curriculum for pupil premium children requiring additional support.	Regular half termly assessment and review of targets and progress made using the tools supplied within the programme. Clear impact measures using the tools supplied within the programme and additional measurable targets set by delivering staff to ensure impact can be measured before reassessing use of the programme at the end of 1st year of implementation.	Mrs D Canham – Inclusion Lead and SENDCO Mrs S Shaw – Pupil Premium Champion. Mrs D Graves – staff lead of Friends Programme.	One year from implementation
Total budgeted cost					

7. Additional detail

8. Review of Expenditure: 2019- 2020

Action	Intended outcome	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
Development of a robust and detailed curriculum leading to quality first teaching in reading as part of the School Development Plan.	An increase in disadvantaged pupils achieving expected standard in reading	Key Actions were addressed up to Late February when COVID started to have an impact.		
Ongoing CPD and implementation of Maths strategies across the school.	An increase in children achieving expected standard in maths attainment	Key Actions were addressed up to Late February when COVID started to have an impact.		
Purchase of the Friends Programme Licence and roll out of CPD	Increased parental engagement and development of targeted social	Friends programme was not purchased.		