

Pupil premium strategy statement: Lings Primary School

School overview

Metric	Data
School name	Lings Primary School
Pupils in school	342
Proportion of disadvantaged pupils	90 pupils (26%)
Pupil premium allocation this academic year	£118,800
Academic year or years covered by statement	2019-21
Publish date	2019
Review date	01 November 2020
Statement authorised by	
Pupil premium lead	Emma Jacox
Governor lead	Sally Perkins

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-5.4
Writing	-1.7
Maths	-2.3

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	44%
Achieving high standard at KS2	0%

Teaching priorities for current academic year

Aim	Target	Target date
To improve attainment in Reading	Achieve national average attainment scores in KS2 Reading.	Sept 21
To improve attainment in Phonics	Achieve national average expected standard in the Phonics Screening Check for both Y1 and Y2.	Sept 21

To improve attainment in Writing	Achieve national average attainment scores in KS2 Writing.	Sept 21
To improve attainment in Mathematics	Achieve national average attainment scores in KS2 Mathematics.	Sept 21
To improve progress in EYFS	Achieve national average GLD in EYFS, with a particular focus on raising attainment of disadvantaged children.	Sept 21

Strategy aims for disadvantaged pupils

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Measure	Activity
<p>Priority 1: The percentage of disadvantaged children achieving Age Related Expectations (ARE) in Reading will be in line with all pupils nationally.</p>	<p>Ensure our reading strategy is robust and meets the needs of our children. Ensure the reading strategy is used rigorously and is embedded into our school. Staff to receive further Trust training in reading and vocabulary.</p>
<p>Priority 2: The percentage of disadvantaged children passing the Phonics Screening Test will be in line with all pupils nationally.</p>	<p>Ensure all relevant staff (including new staff) have received Soundwrite training in order to deliver phonics effectively. Ensure the Soundwrite teaching sequence meets the needs of our children and is used rigorously. Work with the Phonics Reading Hub to improve standards of teaching in Phonics and narrow the gap between disadvantaged and non-disadvantaged.</p>
<p>Priority 3: The percentage of disadvantaged children achieving ARE in Writing will be in line with all pupils nationally.</p>	<p>Ensure our writing strategy is robust and meets the needs of our children. Ensure the writing strategy is used rigorously, is linked to our reading strategy and is embedded into our school.</p>
<p>Priority 4: The percentage of disadvantaged children achieving ARE in Maths will be in line with all pupils nationally.</p>	<p>Work with the maths hub to continue to develop teachers' subject knowledge and use of mastery techniques across all year groups.</p>
<p>Priority 5: Disadvantaged children will attain in line with all pupils at the end of EYFS.</p>	<p>Continue to raise standards across our EYFS, including Pre-School to support higher attainment of children.</p>

	Speech and Language Teacher to work across EYFS to build language and vocabulary skills.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions. CPD for staff to ensure whole school approaches to Quality First Teaching. Limited early learning skills and experiences, low starting points, poor language acquisition.
Projected spending	£58,000

Targeted academic support for current academic year

Measure	Activity
Priority 1: Reading and Phonics	TAs to be trained in the Switch-On reading intervention to boost reading ability in disadvantaged children. Lunch time reading groups to take place with targeted children. Extra phonic intervention sessions to take place with targeted children. Reading books, linked to the phonics scheme, to be purchased to improve application of phonic skills. Phonics Tracker to be used to identify those children falling behind and quickly target further intervention. Beanstalk Reading Volunteers, Therapy Dog
Priority 2	To embed Maths No Problem in Years 3 and 4 Booster groups in Key Stage Two Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations.
Barriers to learning these priorities address	Encouraging wider reading and ensuring children are exposed to challenging texts. Opportunities for children who may not read at home or visit the library to do so. Extra intervention in phonics targeted at disadvantaged children who are falling behind. Wider range of decodable books will be accessible to children. Children who are less confident readers or those who do not read at home to read with Beanstalk Volunteers or Therapy Dog.
Projected spending	£45400

Wider strategies for current academic year

Measure	Activity
Priority 1	Developing the lunch-time nurture provision.
Priority 2	Developing the adult learning programme, parent information sessions and attendance surgeries
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils. Upskilling parents so that they are able to support children in their learning.
Projected spending	£15,400

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring enough time is given over to allow for staff professional development to take place, including: ongoing CPD in phonics, reading, maths and curriculum.</p> <p>Ensuring improvements are continuously embedded and revisited.</p> <p>Ensuring a focus on quality first teaching and attainment for all.</p> <p>Ensuring time is given to complete interventions and they are having an impact.</p>	<p>Use of training days, staff meetings and additional twilight sessions.</p> <p>Cycle of improvements – eg review mornings, lesson walks, book scrutinies, reviewing of strategies.</p> <p>CPD and coaching sessions for teachers to improve quality of teaching.</p> <p>Timetabled intervention in place, SLT to give this high priority. Use of Provision Tracker to highlight interventions which are/ are not having an impact.</p>
Targeted support	<p>Ensuring time is given for the training of Switch On and subsequently to embed it effectively.</p> <p>To make sure lunch time reading groups take place and target the children most in need.</p> <p>Ensuring time is given to complete phonic interventions and these interventions are regularly assessed for impact.</p> <p>Purchasing high quality decodable phonics books which link to our phonics scheme.</p>	<p>Training and intervention to be timetabled in. Start with two year groups before building up to ensure manageability.</p> <p>Lunch time reading groups overseen by Year 6 teacher.</p> <p>Timetabled intervention in place, SLT to give this high priority, supported by Phonics Hub.</p> <p>Children are regularly assessed using Online Tracker to ensure they are making expected or above progress.</p> <p>Advice and financial support given from Phonics Hub and Soundwrite as to which books should be purchased.</p>

Wider strategies	<p>Ensuring FSWs have the time to embed effective lunch-time nurture provision.</p> <p>Engaging the families facing most challenges, eg attendance at family learning, attendance surgeries.</p>	<p>Timetables in place. SLT aware of the importance of this provision – high priority placed on it.</p> <p>Continued targeting of families, offering low threat sessions, eg coffee mornings via our FSW team, offering home visits.</p>
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Review: last year's aims and outcomes

Aim	Outcome
<p>Maths attainment to improve through consistent Quality First Teaching, including more PP children higher attaining.</p>	<p>Overall improvement in the attainment of all children in maths at end of KS2. Significant improvement in disadvantaged pupil attainment in maths from 2018 - 50% of PP children reached age expected levels in 2019, compared with only 18% in 2018. On track towards aim but further improvements needed.</p>
<p>Attainment and progress outcomes for PP children to improve in Reading. All PP children to be passionate and engaged in reading.</p>	<p>Although standards in reading overall were lower this year, attainment for PP children improved. Many disadvantaged children have utilised the library and are joining in reading competitions and author visits and talking enthusiastically about what they are reading.</p>
<p>Total Spend</p>	<p>£39,421</p>
<p>Ensure whole school is focused on the PP children and their specific needs</p>	<p>There is now a much greater awareness of PP across the school. A PP Strategy Group is in place to track the progress and attainment of disadvantaged children and to look at how the needs of these children are met. All staff in school are involved in planning and monitoring intervention for PP children. All staff have had attachment training and have a greater awareness of some of the barriers disadvantaged children may face.</p> <p>A PP Review has taken place by an external reviewer and the key findings were</p>

	consistent with our own, eg: raising attainment of all children in order to raise attainment of our PP children.
Total spend	£40,268
Emotional well-being and mental health of PP children to be maintained and improved: FSW service to expand and offer more opportunities for children and parents to help improve emotional wellbeing.	<p>Our FSW service has expanded over the year to offer more opportunities for children and parents to improve emotional wellbeing. Several children have been trained as Magnificent Mind Champions to raise awareness of mental health in children across the school. Our two Family Support Workers have been trained as Mental Health First Aiders, in order to support both children and parents.</p> <p>Our lunch-time nurture provision has expanded from two days a week to five days a week. Every day now has a different mental health focus.</p> <p>Our family learning programme has also developed with courses in English, ICT, cooking and budgeting having taken place across the year. In addition, we are offering regular education sessions to families in the form of coffee mornings. These opportunities have supported parents in developing their own confidence and upskilling them, which in turn will help them support their children's wellbeing and education.</p> <p>An environmental area and sensory space are also now in place to offer children some quiet, reflective time. And Play Therapy sessions have been offered to targeted children – in virtually every case this has made a positive impact on their performance in the classroom, as measured by teacher feedback and Strengths and Difficulties Questionnaires.</p>

<p>Attendance for PP children to be at least in line with non-PP children.</p>	<p>The gap in attendance between PP and non-PP children continues to narrow. PP children's attendance is currently 95%, 1% below non-PP children (96%). This is due to a rigorous procedure of attendance monitoring, first day response and attendance surgeries being held to inform and support parents.</p>
<p>Total spend</p>	<p>£52,297</p>

School Breakdown (2018-19)

Maths and English Spend	
Maths No Problem	£1136
Subscriptions	£455
Resources/Numicon	£1000
Library Cloud	£850
Library Resources	£1167
Beanstalk	£3144
Talking Success	£1567
Total Resources	£9328
Staffing: salary expenditure	£30,093
Total Spend	£39,421

Whole School Focus on PP	
Educational Psychologist	£8800
CGP Packs	£125
Autism support	£1250
Total Resources & Services	£10,175
Staffing: salary expenditure	£30,093
Total Spend	£40,268

Emotional Wellbeing and Attendance	
Home banking	£100
Voucher scheme - parents	£3016
Crisis packs	£100
Breakfast	£500
School meals	£14,977
Clubs funded for PP	£2667
Trip subsidies	£1252
Total resources/ support/ services	£22,612
Attendance monitoring (JG)	£5151
Breakfast club workers	£4098
Play Therapist	£3614
Sensory Circuits (SC)	£6304
FSW 1	£6506
FSW 2	£4012
Staffing: salary expenditure	£29,685
Total Spend	£52,297

TOTAL PP Spend 2018-19: £131,986

PP Allocation: £119,280