

Pupil premium strategy statement (primary)

1. Summary information					
School	Lings Primary School				
Academic Year	18/19	Total PP budget	£119280	Date of most recent PP Review	May 2018
Total number of pupils	330	Number of pupils eligible for PP	88	Date for next internal review of this strategy	Dec 18

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>National average for all pupils</i>
% achieving expected level in reading, writing and maths	18%	
% achieving expected level in reading	45%	
% achieving expected level in Writing	18%	
% achieving expected level in Maths	18%	
Reading Progress Score	for cohort -3.7	
Writing Progress Score	for cohort -5.6	
Maths Progress Score	for cohort -3.4	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor outcomes in maths and writing for PP children.
B.	Below average outcomes in Reading for PP children.
C.	A wide range of emotional well-being needs to be met – more than 70% of PP children are currently receiving some form of family support.
D.	Attendance of PP children is 1.5% below that of non-PP children – 95.5% (PP), 97.0% (Non-PP)
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	social difficulties, limited early learning skills and experiences, parental engagement and skill levels, limited appropriate resources available, poor language acquisition, low attendance, lateness.
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

A.	Improved progress in maths for low attaining and more able PP pupils.	Progress shown in data and on whole school provision map. At least 50% to reach expected level in Maths.
B.	Improved progress in reading for low attaining and more able PP pupils.	Progress shown in data and on whole school provision map. At least 60% to reach expected level in Reading.
C.	Improved attendance for focus PP children.	Attendance for PP children is in line with or above attendance for non-PP children.
D.	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.	PP children know how to access support in school and improvement can be seen on PASS data and whole school provision map. FSW services will include skills sessions for parents.

5. Planned expenditure					
Academic year		£119280			
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	When will you review implementation?
A. Maths attainment to improve through consistent Quality First Teaching for all vulnerable learners.	<p>Maths subject lead to work with class teachers as part of ongoing coaching and mentoring programme to strengthen QFT and improve outcomes for PP children.</p> <p>Additional TAs in year 6 and Reception. Intensive support for all teachers from a leading maths specialist.</p> <p>Tech equipment and online maths subscriptions to support learning, eg TT Rocks</p> <p>Additional maths resources to support maths teaching and learning, particularly for more able challenge, but also Numicon to support lower attainers.</p> <p>Numicon Breaking Barriers training and additional maths staff training.</p> <p>Resource packs for identified PP students.</p>	<p>-Coaching and mentoring programme led by maths leader will ensure that QFT is strengthened and outcomes for PP children improve.</p> <p>-Additional teaching assistants = smaller groups for numeracy, higher level of adult support to provide accelerated learning, both for more able PP children and lower attaining PP children.</p> <p>-Previous results make it necessary to invest in teacher knowledge and skill of how to teach Maths.</p> <p>-Tech equipment and online subscriptions will allow children to complete work at home as well as during extra sessions in school.</p> <p>-Use of additional maths resources such as Numicon will support both higher and lower attaining PP children.</p> <p>-Ongoing staff training in maths will ensure teachers' subject knowledge is up to date and secure which will benefit all vulnerable learners.</p>	<p>-Intensive monitoring and tracking of PP data across the school.</p> <p>-Coaching and mentoring programme to be evaluated and monitored.</p> <p>Classroom observations, learning walks and drop ins to take place with a focus on progress of PP children.</p> <p>-Leading maths specialist to work with all staff and to be involved in classroom observations.</p> <p>-Regular observations of teaching and learning across the school.</p> <p>- Termly NPAT (academy) moderation of children's work with senior leaders and teachers</p> <p>-Monitoring of impact of intervention.</p> <p>-Regular updates reported back to AIB which will oversee implementation.</p>	SLT, maths subject lead, inclusion leader	Termly

<p>Attainment and progress outcomes for PP children to improve in English</p> <p>(In KS2 only 2/11 (18%) of PP children achieved AEL, compared with 59% of non-PP children).</p>	<ul style="list-style-type: none"> -New library to be installed in school with a wide range of books which will be accessible to PP children. -Reading and writing leaders to work with class teachers as part of ongoing coaching and mentoring programme to strengthen QFT and improve outcomes for PP children. -Additional highly skilled TAs in year 6 and Reception. -Intensive support for all teachers from leading English specialist. -Whole school focus on the teaching of reading and writing. -Tech equipment and online subscriptions to support learning, eg Dyslexia Screener -More opportunities for extended writing given across the school. - Staff to be trained on Talking Success programme. 	<ul style="list-style-type: none"> -New library will ensure vulnerable and disadvantaged children have access to wide range of books across the genres and a quiet environment in which to read. - Coaching and mentoring programme led by reading and writing leaders will ensure that QFT is strengthened and outcomes for PP children improve. -Additional teaching assistants = smaller groups for literacy, higher level of adult support to provide accelerated learning. -Previous results make it necessary to invest in teacher knowledge and skill of how to teach reading and writing. -Proven accelerated learning in previous years through Beanstalk intervention. -Tech equipment and online subscriptions will allow children to complete work at home as well as during extra sessions in school. -Staff training to ensure high level of subject knowledge. -Talking Success will support staff in developing early language acquisition in children, which will in turn feed into writing. 	<ul style="list-style-type: none"> -Intensive monitoring and tracking of PP data across the school – gap to close between PP and non-PP children. -Coaching and mentoring programme to be evaluated and monitored. Classroom observations, learning walks and drop ins to take place with a focus on progress of PP children. -Monitor use of library – what and how often are PP children reading, priority library clubs for PP children. -Regular observations of teaching and learning across the school. -Termly NPAT (academy) moderation of children’s work with senior leaders and teachers. -Impact of reading interventions (Beanstalk, Switch On) monitored. 	<p>SLT, reading subject lead, Inclusion Lead, librarian</p>	<p>Termly</p>
Total budgeted cost					<p>£89,280</p>
<p>ii. Targeted support</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>
<p>Ensure whole school is focused on the PP children and their specific needs</p>	<ul style="list-style-type: none"> -Create a PP Strategy group to evaluate the impact of the interventions and support available to the PP children across school. -Regular meetings at strategy group meetings with next step identified where appropriate for individual children with designated staff member carrying out identified actions. -All staff to be involved in planning and monitoring intervention for the PP children in their class. 	<ul style="list-style-type: none"> -Following the analysis of external PP reviews undertaken in other schools the formation of this group is seen as good practice. This will ensure that following PPM the impact of the interventions discussed and agreed will be monitored specifically for the PP children. -All staff will develop knowledge of their PP children and how best to support them. 	<ul style="list-style-type: none"> -Regular meetings to discuss each PP child individually and make adjustments to provision where appropriate to achieve maximum impact. Impact reported back to AIB. 		<p>Ongoing, reviewed at least termly.</p>

<p>Maths attainment of PP children to improve, including higher attainment of more able PP children.</p>	<ul style="list-style-type: none"> -Additional TAs in year 6 and Reception to work with highlighted PP children doing 1:1 and small group intervention. -Small group maths interventions including Breaking Barriers to be used with PP children. -Educational Psychologist commission x21 days. -Maths parents' sessions aimed at helping parents support their PP children. -Funded revision guides for highlighted Y6 PP children. -Maths home support packs purchased for highlighted PP children. 	<ul style="list-style-type: none"> -Higher level of adult support to provide accelerated learning. -Interventions offer proven accelerated learning, particularly Breaking Barriers which has already proved effective in school. - Commissioned support ensures that children's specific learning needs are clearly identified and support is tailored to meet those needs. -Parents will be provided with strategies to support their PP children. -Support packs given to highlighted PP children will ensure they are able to carry out home learning. 	<ul style="list-style-type: none"> -Intensive monitoring and tracking of PP data across the school – gap to close between PP and non-PP children. -Monitoring of impact of intervention during provision map meetings. -Regular observations of teaching and learning across the school with focus on PP children. 	<p>SLT, Inclusion Lead</p>	<p>Ongoing, reviewed at least termly.</p>
<p>Attainment and progress outcomes for PP children to improve in reading and writing. All PP children to be passionate and engaged in reading.</p>	<ul style="list-style-type: none"> - New school library installed giving PP children access to wide range of books across the genres. -Priority library clubs for PP children. -Additional TAs in year 6 and Reception to work with highlighted PP children doing 1:1 and small group intervention. - Beanstalk 1:1 reading volunteers -Switch On reading training -Talking Success training -Reading Between the Lines booster sessions -English parents' sessions aimed at helping parents support their PP children with reading. -Funded revision guides for highlighted Y6 PP children. -Home support packs to be purchased for highlighted children. 	<ul style="list-style-type: none"> -New library will ensure vulnerable and disadvantaged children have access to wide range of books across the genres and a quiet environment in which to read -Higher level of adult support to provide accelerated learning. -Proven accelerated learning in previous years through Beanstalk, Switch On and Reading Between the Lines interventions. -Talking Success training will help teachers support PP children with language acquisition. -Support packs given to highlighted PP children will ensure they are able to carry out home learning. 	<ul style="list-style-type: none"> -Intensive monitoring and tracking of PP data across the school – gap to close between PP and non-PP children. -Monitoring of impact of intervention during provision map meetings. -Regular observations of teaching and learning across the school with focus on PP children. 	<p>SLT, Inclusion Team</p>	<p>Ongoing, reviewed at least termly.</p>

<p>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>	<ul style="list-style-type: none"> -Additional FSW employed to carry out interventions with PP children. -Parent classes and workshops, eg: cooking, crafts, painting, maths, English. - Baking Bags, containing ingredients and utensils, given to PP children in Rec and Y1 to encourage home cooking skills and parent/child engagement. -Involving parents in establishing Environmental Area. -Play therapy support for highlighted PP children struggling with emotions or mental health. -Social skills interventions with SAL TA or FSW for vulnerable PP children. -Drawing and Talking to take place with highlighted PP children. -£100 vouchers given to all PP children to redeem on music lessons, trips and visits. -Crisis packages available for vulnerable PP families – may include food, clothing or toiletries. -Funded breakfast club for vulnerable PP children. -Support with uniform for vulnerable PP children. -First refusal of extra- curricular clubs for PP children. -Lunch-time nurture provision for vulnerable PP children. 	<p>-The school recognises that raising attainment for many children in the school begins with their 'readiness for learning' A number of external factors mean that many children and families within the school require additional support with accessing learning. These factors may include finance, housing, deprivation, English as an additional language, migration, behaviour, safeguarding or attendance.</p> <p>-Regular emotional well-being work will improve attitude to learning and enhance progress. If children's wellbeing is supported they are more likely to access learning.</p> <p>-Family support for identified/hard to reach families will encourage parents to engage with school and support their children's learning.</p> <p>Parenting/ adult learning classes, will raise the skills level of PP parents. Established Environmental Area will provide a calm and quiet place for children to reflect.</p> <p>-Participating in clubs and trips and having correct uniform will ensure highlighted PP children have access to a wide range of activities. This in turn will build self-esteem, language and communication skills and enhance wellbeing and attitude to school and learning.</p>	<p>-SDQs, Boxall Profiles of children selected for play therapy or other therapeutic interventions.</p> <p>-Weekly multi-agency meetings to monitor work of Pastoral Team.</p> <p>-Breakfast club and extra-curricular club attendance to be monitored.</p> <p>-Monitor PASS and attainment data of PP children to identify improvement/ decline in learning attitudes/ progress</p> <p>- Intervention groups based on results of PASS</p> <p>•PASS retests to show impact of interventions</p>	<p>SLT, Inclusion/ Pastoral Team</p>	<p>Termly</p>
Total budgeted cost					30,000

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	When will you review implementation?
<p>Attendance for PP children to be at least in line with non-PP children, or above.</p>	<ul style="list-style-type: none"> -Regular attendance meetings between Attendance Officer (AO) and FSW. -AO/FSW to engage with parents to follow up on lateness and absences and offer support where needed. 	<p>-Children need to be in school to improve attainment and lateness impacts on academic progress.</p>	<p>-AO and FSW feed back to Inclusion Team.</p> <p>- Weekly multi-agency meetings to highlight any families where attendance/ punctuality is slipping.</p>	<p>FSW, Attendance officer, Breakfast Club Lead,</p>	<p>Termly</p>

Currently PP attendance is 1.5% below non-PP (PP: 95.5%, non-PP: 97.0%)	-Breakfast Club attendance to be monitored by Breakfast Club Leader and fed back to FSW. -Parent classes and workshops, eg: cooking, crafts, painting, maths, English, involvement in Environmental Area.	-Children benefit from coming into school early, having a good meal and arriving to class on time and in a calm manner. -Overall attendance of PP children has gone up from 94.3% (July 17) to 95.9:% (May 18).	-Parent questionnaires/ surveys	Inclusion Leader	
Total budgeted cost					3,000

6. Review of expenditure				
Previous Academic Year (2017/2018)		£113520		
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

<p>Maths attainment to improve</p>	<p>Two extra teachers for maths and literacy (mornings only) in key stage 2 – children grouped according to ability. Additional TAs in year 6 and Reception. Intensive support for all teachers from a leading maths specialist. Tech equipment and online maths subscriptions to support learning. Online curriculum planning tools to support teachers' planning. Additional maths resources to support maths teaching and learning, particularly for more able challenge, but also Numicon.</p>	<p>Numicon Breaking Barriers saw improvements in maths attainment for the lower ability/ SEN children, several of whom were PP children. Maths attainment in key stage 1 was slightly better than expected with 12/18 children meeting or exceeding AEL. However in key stage 2, it remained poor with only 2/11 PP children reaching AEL. 4 children out of the remaining 9 have significant SEN. This leaves 5/11 PP children having not made the desired progress.</p>	<p>To continue whole staff training on maths curriculum involving some intensive specialist support – this will also focus on meeting the needs of the lower ability and more able children. Staff in KS2 to be supported with maths provision by two maths leads. To continue with Breaking Barriers and funded revision resources. To analyse and monitor the quality of intervention offered by the two extra teachers and ensure it is precisely targeted and having an impact on children. To support teachers in assessing their PP children and enable further opportunities for rigorous moderation across year groups to ensure judgements are accurate and consistent. Next steps: -Educational Psychologist commission x21 days. -Maths parents' sessions aimed at helping parents support their PP children.</p>	<p>£46,360</p>
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<p>English attainment to improve.</p>	<p>Two extra teachers for maths and literacy (mornings only) in key stage 2 – children grouped according to ability. Additional TAs in year 6 and Reception. Intensive support for all teachers from leading English specialist. Whole school focus on the teaching of reading, phonics and handwriting (Kinetic Letters, including handwriting box). Tech equipment and online subscriptions to support learning. Online curriculum planning tools to support teachers' planning. Switch On reading training</p>	<p>Impact of Beanstalk reading volunteers was good with the highest impact in key stage 1. However only 6/13 children passed the Phonics Screening test. 4 out of the remaining 7 have an SEN diagnosis, leaving 3 PP children not making the desired progress. In KS2, 5/11 PP children achieved AEL for reading (45%). This is lower than the class percentage of 69%.3 out of the remaining 6 had a significant SEN. In KS1, 10/18 PP children achieved AEL for reading (56%). Writing: In KS2, only 2/11 PP children achieved AEL (18%) compared with 59% non-PP children. 4 out of the remaining 9 had a significant SEN, leaving 5 children not making desired progress. In KS1: only 8/18 children achieved AEL or above (44%). Significant work has taken place over the second half of the year on our reading strategy. This has led to an updated reading policy, an ongoing coaching and mentoring programme to strengthen QFT and improve outcomes for PP children. All staff now clearer and more confident on how to teach reading. From Sept 18 it is hoped we will start to see improvements in this area due to the intensive work which has taken place. Switch On training was provided and an initial trial took place in school. However this was discontinued due to a lack of reading books and significant changes in staff structure. Therefore, it's impact was extremely limited but resources are now in place to revisit.</p>	<p>To continue whole staff training on English curriculum with the teaching of writing to be a focus. This will involve specialist support from an external English lead. This will also focus on meeting the needs of the lower ability and more able children. The work done on Reading over the last two terms now needs to be embedded. To continue with the Beanstalk interventions across year groups and funded revision resources. To look at the quality of intervention offered by teachers and ensure it is precisely targeted and having an impact on children. To support teachers in assessing their PP children and enable further opportunities for rigorous moderation across year groups to ensure judgements are accurate and consistent. Next steps: to ensure we have adequate resources in school to support reading, particularly books – library focus -Reading and writing leaders to work with class teachers as part of ongoing coaching and mentoring programme to strengthen QFT and improve outcomes for PP children.</p>	<p>£48,730</p>
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>Emotional well-being maintained and improved</p>	<p>1 to 1 or small group of children work with SAL TA/ trainee play therapist on emotions and emotional regulation. Play Therapy support also available for vulnerable PP children.</p> <p>Drawing and Talking to take place with highlighted children. FSW/ Inclusion Lead to meet regularly with identified families to ensure support is in place, this may include providing food, clothing or toiletries.</p> <p>PP vouchers to be given to families to encourage involvement in breakfast club, residential trips, school trips and visits, uniform.</p> <p>Access to trips and opportunities to enhance the wellbeing of children, eg: music lessons, extra- curricular clubs.</p> <p>Kidsaid therapy</p>	<p>Improvements in emotional well-being and self-esteem of PP children as demonstrated in PASS, Boxall profiles and Strengths and Difficulties Questionnaires. This has been significant for PP children who have attended play therapy.</p> <p>High levels of families accessing internal support have benefited from funding to provide clothing, food and toiletries.</p> <p>High levels of PP children taking up breakfast club which has resulted in the children coming into school on time, having had a good meal and being prepared for learning.</p> <p>High levels of PP children having uniform funded, taking up extra-curricular opportunities, visits and residential trips. This has helped to build self-esteem, language and communication skills and enhance wellbeing and attitude to school and learning</p> <p>.The pastoral team has met regularly with identified families to support the educational and wellbeing needs of PP children. Attendance among PP children although slightly below that of non-PP children is good and PASS data shows that the PP children enjoy coming to school. Nearly all PP families in the school currently have, or have had, some form of pastoral intervention. Good relationships have been built between these families and staff with many PP families actively seeking out support from school.</p>	<p>Support to improve emotional well-being has been well spent. To continue with listed interventions, to continually monitor impact of interventions. Look at possibility of providing PP families with a £100 voucher next year, to spend on school-approved resources such as trips, visits, breakfast club, uniform. This will make PP easier to track and will ensure that all PP families are being offered equal support.</p> <p>Due to the high level of pastoral need amongst PP children, school has employed an additional family support worker to enable us to provide a high level of intervention as the school (and numbers of PP continue to grow)</p> <p>Next steps to monitor progress of these children in class to determine the impact of pastoral support on academic progress, to host English and Maths classes for parents aimed at helping them support their child in class – does this have an impact on academic performance?</p>	<p>£13,930</p>
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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
Increased attendance and punctuality of PP children.	Pupils monitored by Attendance Officer (AO) and FSW. AO/FSW to engage with parents to follow up on lateness and absences quickly. Breakfast Club attendance to be monitored by Breakfast Club Leader and fed back to Inclusion Lead/ FSW	PP children's attendance, although slightly lower than non-PP is still very good at 95.5%. Attendance meetings between Attendance Officer and FSW has been effective in improving attendance and has worked well in quickly following up absences. Breakfast club attendance has been monitored and has allowed FSW/ Inclusion Lead to follow up highlighted families who are not consistently attending. Impact of breakfast club has been excellent in ensuring punctuality of many PP children who were otherwise arriving to school late.	This needs to be maintained next year and built upon to give an attendance target of at least 96% Next steps: to highlight particular families who may need further support with attendance. To ensure children are given work to complete at home when absent and followed up on return to school.	£4,500

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk