



Lynch Hill School Primary Academy

Pupil Premium Strategy & Review – 2019/20

**We Aspire Achieve Respect;
We Aim High, Work Hard, Care Deeply**

Principles of Pupil Premium at Lynch Hill School Primary Academy:

To ensure that provision is made available for pupils belonging to vulnerable groups
Meeting the needs of socially disadvantaged pupils

Whilst allocated on a per pupil basis, the grant may be spent for the educational benefit of all pupils registered at our school. We recognise that not all children attracting Pupil Premium will need support or are disadvantaged and that not all pupils who are 'disadvantaged' or need support are eligible for pupil premium. The attainment of all pupils, including Pupil Premium children, is measured through termly pupil progress meetings where there is a focus on individual children to ensure that they are all meeting their targets. Those who are not will receive targeted support.

Pupil Premium Funding and the impact of this is a regular item on the agenda at Local Governing Body Meetings.

Designated staff member in charge: Miss Lucy O'Mahony/ Mrs Lindsey Tomlinson

Nominated Governor: Soma Das/LGB Staff Governor

Our School Priorities for 2019-20 are:

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| Priority 1 | To ensure the curriculum is coherently planned and sequenced, in each year group, towards cumulatively sufficient knowledge and skills being developed for future learning and employment and for pupil outcomes to be at least in line with national at the end of EYFS and KS1 and above national by the end of KS2 |
| Priority 2 | Improve teaching and learning in Reception so that provision is judged to be consistently good or better in all areas of learning |
| Priority 3 | To ensure consistency in behavior across classes and all year groups so that the behaviour non-negotiables are adhered to by all and pupils feel safe and happy |
| Priority 4 | To continue to provide a wide range of opportunities that stretch beyond the academic, enabling children to develop all aspects of their character and culture, providing greater opportunities to take risks and make mistakes so that it is evident that LHS pupils are given access to a quality education of the head, heart and hand |
| Priority 5 | Develop a more outward facing school who actively seek opportunities to work with other schools to improve provision and who fully recognise what is needed to be an outstanding school in 2019/20 |

We will achieve our targets by:

- Providing smaller group teaching and 1:1 support in English and Maths
- Supporting children in developing their emotional resilience
- Increasing the wider opportunities that Disadvantaged children receive to enable them to fully participate in all aspects of school life.
- Reviewing, evaluating and monitoring all groups and interventions carefully across the whole year
- Leaders at all levels, including governors, continuing to pursue excellence and drive improvement, through the rigorous implementation of the school development plan, underpinned by a robust cycle of monitoring and evaluation.
- Making full use of FFT and Insight Tracker to ensure robust measures are in place for tracking pupils

What we expect to see:

- Targeted additional support strategies which result in every pupil, however financially disadvantaged, being able to have full access to our curriculum and all our extra-curricular experiences.
- All pupils in the target group who are currently underperforming receiving additional support to ensure improved progress and higher standards for these children, leading to the narrowing/diminishing of any attainment gaps.

| 1. Summary information | | | | | |
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| School | Lynch Hill School Primary Academy | | | | |
| Academic Year | 2019-2020 | Total PP budget | £ 177,740 | Date of most recent PP Review | July 2019 |
| Total number of pupils | 836 (YR-6) | Number of pupils eligible for PP | 128 | Date for next internal review of this strategy | July 2020 |

| 2. Attainment (2019) | | | | |
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| % of pupils achieving the expected standard+ | <i>Pupils eligible for PP 2019 School</i> | <i>Pupils eligible for PP 2019 National</i> | <i>Pupils not eligible for PP 2019 School</i> | <i>Pupils not eligible for PP 2019 National</i> |
| EYFS GLD | 83% (6 pupils) | 53% | 74% | |
| Met end of year 1 expectations in phonic screening | 86% (7 pupils) | 71% | 96% | |
| Met end of year 2 expectations in reading | 44% (9 pupils) | 62% | 77% | 79% |
| Met end of year 2 expectations in writing | 33% (9 pupils) | 55% | 74% | 73% |
| Met end of year 2 expectations in maths | 44% (9 pupils) | 62% | 78% | 79% |
| Met end of year 6 expectations in reading | 69% (32 pupils) | 62% | 87% | 78% |
| Met end of year 6 expectations in writing | 72% (32 pupils) | 68% | 89% | 83% |
| Met end of year 6 expectations in maths | 75% (32 pupils) | 67% | 91% | 84% |
| Met end of year 6 expectations in GPS | 79% (32 pupils) | 67% | 95% | 83% |

| 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. | Emotional, social and behavioural difficulties |
| B. | Language, communication skills and vocabulary and low academic baselines on entry |
| C. | Encouraging sustained engagement of parents to assist and support their children's learning |
| D. | Emotional resilience, greater confidence and independence |
| E. | Sustaining the breadth of provision with trained, skilled staff within the budget. |
| External barriers <i>(issues which also require action outside school, such as low attendance rates)</i> | |
| F. | Punctuality and Attendance (linked to SEND, Medical and Unauthorised Family Holidays) and persistent absentee levels of a targeted few |
| G. | Access to extra-curricular activities e.g educational experiences such as trips and participation in physical activities and a range of enrichment activities |
| H. | Encouraging sustained parental engagement, putting their own child's learning first |

| 4. Desired outcomes | | |
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| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | High rates of achievement across KS1 and KS2 for all children eligible for PP, with particular emphasis on the expected prior attainment group with the aspiration of a higher proportion achieving greater depth by the end of Year 6. | All disadvantaged pupils, regardless of prior attainment make at least as much progress as their similar peers. |
| B. | Improved parental engagement will support better working partnerships with parents for better academic success and higher aspirations for our pupils. | Parents actively engaged in their children's learning, promoting and encouraging high aspirations. |
| C. | Attendance and punctuality to improve. | Attendance levels in line or above national figures for PP Children. Persistent absence to decrease further so that PP pupils are in line with school and national attendance figures. |
| D. | For disadvantaged pupils' social and emotional needs to be met | Pupils have a 'growth mind-set' greater resilience, independence and confidence to engage with learning opportunities that are both challenging and engaging regardless of prior attainment. ELSA and other therapy pre and post questionnaires show improvement in targeted attitudes and behaviour. |
| E. | Specifically focus on and deliberately target the development, use and broadening of tier 2 vocabularies in particular across all subject areas. | Close the vocabulary gap' between those who are disadvantaged and those who are not, supporting every individual child to succeed. Pupils make rapid progress by the end of the year so that all children eligible for PP make good progress from starting points, meeting or close to meeting age-related expectations and/or above. |

| Targets & Key Provision for all | Specific Actions/ Approach | Success Measures |
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| 1. Improve the % of pupils achieving the expected standard+ in reading, writing and maths combined | <ul style="list-style-type: none"> • Ongoing mastery training • More effective use of Insight Tracker to track and monitor progress and attainment • More rigorous approach to developing reading skills • Enforcement of writing non-negotiables in all year groups • Quality first teaching of grammar and development of vocabulary | All year groups will have at least 65% of their cohort at the expected standard + in reading, writing and maths combined |
| 2. Development of LHS pedagogy so that the quality of the provision is good or better and a curriculum of the head, heart and hand is embedded | <ul style="list-style-type: none"> • Developing oracy as a skill for life • Staff training on what it means to fully meet pupils' needs and develop their skill-set by creating opportunities for children develop their thinking, creativity, teamwork, problem solving and communication | Learning walks and pupil interviews will evidence that children are developing the skills necessary for future employment: clear communication, teamwork, problem solving |
| 3. Providing all children with a range of opportunities beyond the academic to develop character and culture | <ul style="list-style-type: none"> • Review of club provision • Opportunities for age appropriate work experience challenges • Embedding of new PSHE curriculum – Jigsaw PSHE • Addressing all targets for Platinum Games Award | Pupil and parent feedback will show that children are benefitting from the varied opportunities available to them at Lynch Hill |

| Intervention Targets & Key Provision | Specific Actions/ Approach | Success Measures |
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| 1. To improve focused targeted support to develop basic skills to effectively meet the needs of specific pupils in all year groups. | <ul style="list-style-type: none"> • Reading Support • Comprehension Support • Writing Composition Groups • Additional teacher in each year group to ensure smaller groups for English • Committed approach to using PiXL therapies and resources to fill gaps in learning • Targeted teaching to improve vocabulary and understanding of language • Support for reading fluency • Mastery training for all staff • Maths Support Groups • Additional teacher in each year group to ensure smaller groups for Maths • Targeted DP intervention and Booster • Focused teaching of key maths skills and the securing of times tables in KS2 • Committed approach to using PiXL therapies and resources to fill gaps in learning • Visits to other outstanding schools to help review & improve practice | <p>At least 90% of Disadvantaged pupils to have made their challenge targets in English</p> <p>End of KS2 DP data for 2020 to be consistently above national PP and to close the gap between LHS PP and LHS other and national other</p> <p>Closing of the gap between LHS PP and national DP for KS1 and EYFS</p> <p>At least 90% of Disadvantaged pupils will have met their 'challenge' targets in Maths</p> <p>A closing of the gap between PP and LHS other and national all in maths in KS1 and KS2 results for 2020</p> |
| 2. To provide quality daily interventions for targeted pupils in order to enable them to meet the phonics screening test threshold standard | <ul style="list-style-type: none"> • Follow up phonics Development package from RWI to continue to review and improve phonics teaching across the school • Additional and fluid staffing to enable more phonics groups each day in KS1 & EYFS | An upward trend in the % of Disadvantaged pupils in Y1 achieving the required threshold score in the phonics screening test. Targeting at least 86% this academic year |

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| | <ul style="list-style-type: none"> • Cover for Phonics lead to be released from class to support Y1 and EYFS | |
| 3. To provide targeted booster support for pupils in upper KS2 and, where appropriate, in Y2 so that they meet their target in end of key stage tests and assessment | <ul style="list-style-type: none"> • Booster group from February for all pupils in Y6 in reading, grammar and maths and Easter School first week of Easter holidays • Booster group from February for 'Expected' and 'Exceeding' targeted pupils in reading and maths • Booster group before/after school for Targeted Y5 pupils • Committed approach to using PiXL therapies and resources to fill gaps in learning • Targeted teaching to improve vocabulary and understanding of language • | <p>Accelerated progress for targeted pupils</p> <p>DP data for 2020 to be consistently above national DP and to close the gap between LHS DP and LHS other and national other</p> <p>More DP to achieve the 'Exceeding' standard</p> |
| 4. To support and challenge the most able disadvantaged pupils so that each year group attains above age related expectations for their targeted pupils | <ul style="list-style-type: none"> • More able and Most able enrichment challenges • More careful tracking and targeting of more able pupils • Greater focus on data from EYFS to end of KS1 • Use of greater depth PiXL therapies • Use of character and Culture resources and support programmes on PiXL • Visits to other outstanding schools to help review & improve practice | <p>At least 20% of disadvantaged pupils to end the academic year exceeding the age expected standard</p> |
| 5. To support targeted Disadvantaged pupils with SEN within lessons and through specific intervention to make accelerated progress so that the gap between DP SEN and other SEN closes | <ul style="list-style-type: none"> • More careful tracking and targeting of these pupils • Training & effective use of Provision Map Writer for all staff • Effective implementation of Individual Provision Maps | <p>At least 90% of Disadvantaged SEN pupils will have met their 'challenge' targets</p> <p>A closing of the gap between DP SEN and LHS other SEN for 2020</p> |
| 6. To support the development of Speech and communication through specialist Speech & Language and EAL teams. | <ul style="list-style-type: none"> • Speech Links Screening and Assessment programme delivered by a trained staff member • Language Development programs • Targeted support for language development in EYFS and Y1 • Speech Production Interventions • Visits to other outstanding schools to help review & improve practice | <p>Increased pupil confidence</p> <p>Improved academic outcomes in EYFS & KS1</p> |
| 7. To support the emotional development of pupils by providing therapeutic services and counselling | <ul style="list-style-type: none"> • Art Therapist • Drama Therapist • Play Therapist • Counsellor • ELSA • PiXL character and culture support resources • Daisy's Dream | <p>Pupils able to access the curriculum and make progress in core areas</p> |
| 8. To develop the emotional support of pupils by providing mentorship and social skills programmes and to improve their enjoyment of school. | <ul style="list-style-type: none"> • Mentor Groups • Circle of Friends • Part funding for trips, clubs and activities | <p>Pupils able to access the curriculum and make progress in core areas</p> |
| 9. To empower parents to be able to support their pupils so they achieve | <ul style="list-style-type: none"> • Attendance Support Team • 1:1 Family Support | <p>Accelerated progress as a result of two-pronged approach to supporting learning</p> |

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| their academic standards: Attendance support, Parent Support and Community Development. | <ul style="list-style-type: none"> • Family Links • Community Language Courses • Information sessions for reading, phonics, maths to enable parents to understand what their child is learning and support | Reduction in persistent absenteeism of targeted pupils Improvement in attendance figures for targeted pupils when compared to last year |
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| Key expenditure – how the allocation will be spent during 2019/20 | | Total Available: £177,740 |
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| Area of Spend | Intended outcomes – why these approaches were taken | Review |
| Quality First Teaching and 1:1 Pupil Mentoring Predicted Spend: £64,626 | Quality first teaching has the greatest impact on pupil progress (EEF). Personalised support for children, where class teachers work with pupils on individual targets, next steps and how to meet them. For pupils to have the opportunity to discuss their attitudes, concerns. Improve self-confidence. In-class support, to support groups of pupils and to allow class teachers to work with groups of children and carry out 1:1 pupil mentoring. Social and emotional support for pupils to enable them to learn and manage their feelings and access class learning. Deliberately targeting the development, use and broadening of tier 2 vocabularies across all subject areas, with the aim of 'closing the vocabulary gap' between those who are disadvantaged and those who are not, supporting every individual child to succeed. | |
| SENDCO/Inclusion lead meetings with Class teachers (including half termly pupil progress meetings) CPD re: SEND additional needs Predicted Spend: £9000 | Barriers to learning identified and strategies suggested. Teachers confident and focussed in meeting individual pupil's needs. High quality CPD for all staff to maintain high standards of teaching within an inclusive school. Enabling the needs of all learners to be effectively met with teaching and learning that is responsive to need. | |
| Bought-in therapy, ELSA 1:1 and small group sessions Predicted Spend: £29,253 | Social and emotional support for pupils with emotional needs to enable them to learn and manage their feelings and access class learning. Personalised support for children with individual needs to access the learning and make good progress towards their targets. Improve self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom. | |
| SALT / Speech and Language / Time to Talk 1:1 and small group sessions Predicted Spend: £17,473 | Accelerated progress for children who have been identified as having a specific need. Provide children with the space and time to talk, including developing their social and emotional skills. | |

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| <p>Interventions and booster groups, including same day interventions Predicted Spend: £23,500</p> | <p>Smaller groups and 1:1 will allow for more focussed teaching and learning and increased opportunities to address individual needs. Pre-teaching, particularly on tier 2 vocabularies, to prepare pupils for future learning and build increased confidence to enable pupils to access the curriculum at a similar level to their peers. Improve learning outcomes across the whole of the curriculum with particular emphasis on reading, writing and mathematics. Time for practice and application of skills.</p> | |
| <p>Enrichment activities (including school clubs) Predicted Spend: £20,000</p> | <p>When a child enjoys a club, trip or activity, this can be a hook for them wanting to come to school. It gives pupils the experiences on which they can draw upon and increases their cultural capital. This can help to diminish the difference between disadvantaged and non-disadvantaged pupils. Pupils are able to participate fully in school clubs, trips and residential visits. Learning is supported by clubs and trips that are carefully planned to enhance the school's curriculum. Pupils enjoy the experience of being at school, talents, skills and efforts in non-academic subjects are celebrated and support the development of self-confidence and the development of the whole child. They help children create positive friendships and develop social skills. They reduce incidents of disruptive behaviour. Pupils enjoy coming to school.</p> | |
| <p>Home School Family Support Worker/ Inclusion Officer/Attendance/Transition Predicted Spend: £16,367</p> | <p>Attendance is high profile at all times. There is statistical evidence that low attendance / persistent absence directly impacts on the rate of progress that children make. Being away from school can also affect self-esteem and confidence for pupils on their return and therefore impact on their ability to learn. Reward children for improved or good attendance. Ensure that periods of transition between one phase and the next, including moving on to feeder schools is effective.</p> | |