

Linton Primary School:2017-2019 Pupil Premium Strategy and Self-evaluation: Updated February 2019

| 1. Summary information for 2018-2019 | | | | | | | |
|---|---------|--|---|-------------------------|---------------|---|---|
| Total number of pupils | 26 | Number of pupils eligible for pupil premium funding | 13 FSM/Ever 6 (50% of total on roll) Service children=2 Pupil Premium Plus = 0 | | | | |
| Number of pupil premium children in each year group: Reception=1 Yr1=2 Yr2=3 Yr3=2 Yr4=1 Yr5=3 Yr6=1 | | | | | | | |
| Total pupil premium budget: | £13,800 | Amount per pupil: Reception class to Year 6 =£1,320 Early Years (Nursery)= £300 Armed forces =£300 Pupil Premium Plus children = £2,300 | | | | | |
| Date of pupil premium review: July 2018 | | Dates of internal half termly reviews: October 2018, December 2018, February 2019 and April 2019 Green = School above the national attainment figures for other pupils (not disadvantaged). Red = Below | | | | | |
| 2. Key indicators summer 2018: Early Years and Phonics | | | | | | | |
| PPF = Pupil premium funding | | | | | | | |
| NA = National Average GD = Greater depth Progress graded as accelerated, good or below expected by school. | | | Pupils not eligible for PPF | Pupils eligible for PPF | In school gap | 2018 NA for pupils not eligible for PP | Attainment gap when compared to national others |
| % of Reception class achieving a Good Level of Development (GLD) 2 in cohort 1 PP 1 non-PP NA = 72% Cohort =50% % making expected progress (as measured in the school) | | | Full report held in school | | | 74% | |
| % achieving expected standard in the 2018 Year 1 Phonics Check 2 in cohort 2 PP 0 non-PP NA = 83% Cohort =50% % making expected progress (as measured in the school) | | | | | | Data concealed to protected pupil identity due to small cohorts | |
| End of Key Stage 1 (Year 2) attainment data 4 in cohort 2 PP 2 non-PP | | | | | | | |
| % reaching expected standard in reading NA =76% Cohort=75% % reaching a high score/working at GD in reading NA=26% Cohort=25% % making expected progress in reading (as measured in the school) | | | Full report held in school | | | 79% | |
| | | | Data concealed to protected pupil identity due to small cohorts | | | 28% | |

| | | | |
|---|---|---------------------------------|--|
| % reaching expected standard in writing NA = 70% Cohort = 50% % reaching a high score/working at GD in writing NA= 16% Cohort=0% % making expected progress in writing (as measured in the school) | Full report held in school | 72% | |
| % reaching expected standard in maths NA = 76% Cohort =75% % reaching a high score/working at GD in maths NA=22% Cohort=0% % making expected progress in maths (as measured in the school) | | 18% | |
| End of Key Stage 2 (Year 6) attainment, progress Key Stage 1 to Key Stage 2 and attendance data | | | |
| There were no Year 6 pupils at the school in 2017-2018. | Not PP | PP | Within school gap |
| Absence % Reception to Year 5 (No Year 6 pupils) The DFE have not published PP and non- PP attendance statistics this year, so the national figures for pupils not eligible for free school meals have been inserted. | Full report held in school | 3.8% (Non FSM) | Attainment gap when compared to national |
| | Data concealed to protected pupil identity due to small cohorts | 7.6% (Non FSM) | |
| Persistently absent % Reception to Year 6 (Pupils with an attendance rate of 90% or below) | | | |

| 3. Barriers to future attainment for pupil eligible for pupil premium funding in 2018-2019 | |
|--|--|
| A. | Most pupils start school well below age related expectations. |
| B. | High absence rates of some pupil premium children. |
| C. | Some parents do not support home learning well eg do not hear their children read. |
| D. | An increasing number of children requiring additional speech and language support. |
| E | Low self-esteem and low aspirations of some pupil premium children. |

4. Intended outcomes and success criteria for summer 2019

- | | |
|-----------|--|
| A. | Early Years: 50% of the cohort (3 of 6) to achieve a GLD (Good Level of Development). There is one new pupil premium child who arrived at the end of January who has very limited English. |
| B. | Year 1 phonics screening: 67% of cohort (2 of 3). The non-PP pupil is on track to pass and 1 of the 2 PP children will pass the phonics test. Year 2 phonics: 100% pass rate (One pupil is taking the Year 2 phonics check) |
| C. | End of KS1(Year 2) % of pupil premium pupils to achieve expected standard: Reading 67% (2 of 3) Writing 33% (1 of 3) Maths 33% (1 of 3) |
| D. | End of KS2 (Year 6) % of pupil premium children to achieve expected standard: Reading 50% (1 of 2) Writing 50% (1 of 2) Maths 100% (2 of 2) very aspirational target. |
| E. | <p>To ensure all of our high attaining pupils, including those in receipt of pupil premium funding achieve at or above the higher threshold /are working at greater depth. Pupils targeted to achieve at greater depth:</p> <p>Year 1 = 1 pupil to achieve GD in reading and writing. Year 3= 1 pupil to achieve GD in reading.</p> <p>Year 4 = 2 pupils to achieve GD in reading and maths and 1 in writing. Year 5 = 1 pupil to achieve GD in reading, writing and maths.</p> |

| 5. Planned expenditure 2018-2019 | | | Total budget =£13,800 | | |
|--|---|---|---|---------------|--|
| i) Strengthen the quality of teaching and learning | | Total budgeted cost = £0 Funded from main school budget | | | |
| Intended outcomes | Actions It is essential and expected that all teachers adopt these strategies in their everyday teaching. | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Impact so far | |
| 1) Ensure all teachers and teaching assistants have consistently high expectations about the progress and attainment both PP and non-PP, so they stretch and challenge them appropriately. Staff lead= HT | <div>1. Provide strong in-class support every lesson.</div> <div>2. Do gap analysis on a regular basis to identify and address gaps in their learning.</div> <div>3. Chunk your lessons and build in regular checkpoints to refocus and test understanding. Use pictures, videos, group work, discussion and movement in class to vary the learning experience.</div> <div>4. Model what great performance looks like, providing scaffolding/guidance on how to get started and how to approach problems/tasks.</div> <div>5. Target disadvantaged students with at least one probing question each lesson. Do not allow them to say “I don’t know”. Give them thinking time, let them look in their books before attempting to answer. Circle back to them to ensure they have understood.</div> <div>6. Mark the work of pupil premium/SEND children in great detail, so your pupils know how to improve their work and marking impacts strongly on progress. Live Marking’ where possible with verbal feedback during lesson. Ensure they respond to marking prompts using their blue pens.</div> <div>7. Make regular contact with disadvantaged pupils’ parents and guardians to praise and challenge.</div> | We need to continue to work hard to close the attainment gaps between:- --our PP children and others nationally. | QA planning records Book scrutinise Learning walks All teachers and TA’s to have a performance management target linked to PP/SEND outcomes. | | |

| | | | | |
|---|---|--|---|---|
| 2) To ensure behaviour standards continue to improve and pupils' attitudes to all aspects of their learning are consistently positive and have a good impact on the progress they make. | <ol style="list-style-type: none"> 1. Zero tolerance for bad behaviour in the classrooms and at unstructured times. Pupil expectations on what good behaviour looks like emphasised in assemblies, PSHE and lessons. Introduced "Perseverance, Resilience, Independence, Truth and Tolerance. 2. All staff to continue to expect and consistently establish high behaviour standards. | Ofsted stated that the behaviour of pupils requires improvement. | Continue to log incidents of poor behaviour to determine if the number of incidents is declining. Model standards expected and continue with the "Linton pounds" reward system. | Behaviour in lessons is good for the majority of learners. Currently there are 4 children with behaviour issues associated with their special educational needs or psychological problems. One of the 3 has an EHCP plan. Pupils behaviour on school visits is outstanding. |
|---|---|--|---|---|

ii) Targeted support for pupil premium children to enable them all to achieve well. Total cost = £12,000

| Intended outcomes | Actions | What is the evidence and rationale for this | How will you ensure it is implemented well? | Impact so far |
|--|---|---|--|---|
| <p>EARLY YEARS</p> <p>All children in cohort, including the PP girl to make good progress.</p> <p>2 of 5 non-PP to achieve GLD.</p> <p>Staff lead = HT</p> | <ol style="list-style-type: none"> 1. Continue with Talk Boost, and Read Write Inc programme and resources. 2. Literacy TA to deliver phonics intervention twice a week to boost reading and writing skills. 3. Create story sacks that can go home to be shared at bedtime. 4. Increase writing opportunities and continue with personalised interventions. 5. Introduce Ten Town number skills programme and resources. 6. Organise parents' workshops to help them feel more confident about supporting home learning. 7. Pilot weekly literacy and numeracy challenges. | No PP children achieved GLD in 2018. | HT will QA EYFS teaching and learning and support the part time teacher. | <p><u>December 2018</u></p> <p>3 of the cohort (all non-PP) on track to achieve GLD. The new PP girl has just arrived and speaks very little English. Likely to be a fast learner but will need intensive support to master the English language.</p> |

| | | | | |
|--|---|--|---|---|
| <p>PHONICS 1 of 2 PP children to pass the phonics test in 2019. Non-PP child to pass the test. One Year 2 pupil (not PP) to pass the Year 2 Phonics Re-check. Staff lead = Class 1 teachers</p> | <ol style="list-style-type: none"> 1. Intensive Read Write Inc daily phonics support for this group from the class 1 teacher and TA. 2. Literacy TA delivers literacy intervention every afternoon to PP children in Year 1 and Reception. 3. Fine tune support by considering what the barriers to learning are for these children. Involve parents in helping learn tricky words. 4. Parents invited to join a phonics lesson and attend a follow up workshop, so they feel confident to help their children with their phonics homework. Also provided with free resources they can use at home. | <p>Variable phonics results.</p> | <p>Regular tests and close monitoring of progress.</p> | <p><u>December 2018</u></p> |
| <p>MATHS <u>Progress</u> All PP children to make expected progress or better. <u>Attainment</u> End of KS1 33% (1 of 3) to achieve the expected standard. End of KS2 100% - 2 of 2 (very aspirational target). Staff lead = HT & Maths Leader</p> | <ol style="list-style-type: none"> 1. Continue to use White Rose maths scheme/ resources and maths progress ladders for each skill set. 2. Continue to use Maths minion homework buddy and journal to help children learn effectively at home. 3. Visits to other schools for staff to observe outstanding maths teaching and learning. 4. Maths workshop for parents in October. 5. Personalised support/SAT's coaching. Terms 2/3 6. Claire Williams (LA lead) to visit to QA maths teaching and provide INSET for staff to improve subject knowledge. 7. Introduce Times Tables Rock Stars for Years 1 -6. 8. Introduce success criteria for each lesson and adapt making policy; staff highlight what has been achieved. 9. Ensure all class 2 pupils have next steps marking comments which stretch/challenge them to improve their learning. | <p>Ofsted stated that the "younger pupils did not have a secure knowledge of their number bonds and older pupils do not have immediate recall of their multiplication tables."</p> | <p>Further training for teachers and TA's— in-house and via Maths Hub.</p> <p>Challenging performance management targets, learning walks and workbook scrutinies.</p> | <p><u>December 2018</u> Year 2 – One of 3 pupils on track to achieve age related standards. Year 6 – One pupil on track to achieve age related standards.</p> |

| | | | | |
|--|--|---|--|---|
| <p>WRITING</p> <p><u>Progress</u></p> <p>All PP children to make expected progress or better.</p> <p><u>Attainment</u></p> <p>End of KS1 33% (1 of 3) to achieve the expected standard.</p> <p>End of KS2 50% (1 of 2) to achieve expected standard.</p> <p>The other pupil will be disapplied.</p> <p>Staff lead = HT</p> | <ol style="list-style-type: none"> 1. Literacy TA to deliver training to staff on strategies to support children with grammar, punctuation and spelling. 2. Handwriting programme quality assured by the HT to ensure a consistent high-quality approach. Non-negotiables and prompt cards used to help improve writing and presentation standards. 3. Increase extended writing opportunities in English and other subjects, so that extended writing is an integral part of the new curriculum. 4. PP children invited to attend the "Weekly Writing Club" organised by the literacy TA to boost writing skills 5. Greater emphasis on Live marking/editing with pupils using blue "polishing pens" to improve their work after teacher feedback. 6. After the SAT's there will be a writing focus to help drive up standards. <p><u>Terms 2/3</u></p> <ol style="list-style-type: none"> 7. Damian Burke (LA lead) to visit to QA writing teaching and provide INSET for staff to improve subject knowledge. | <p>Ofsted stated that "in handwriting staff do not ensure that upper and lower case letters are formed correctly, are of the right size and are joined in accordance with the school's scheme."</p> | <p>Lesson observations & Book scrutinies</p> | <p><u>December 2018</u></p> <p>Year 2 – One pupil on track to achieve age related standards.</p> <p>Year 6 – One pupil on track to achieve age related standards.</p> |
|--|--|---|--|---|

| | | | | |
|---|--|---|---|--|
| <p>READING</p> <p><u>Progress</u></p> <p>All PP children to make expected progress or better.</p> <p><u>Attainment</u></p> <p>End of KS1 67% (2 of 3) to achieve the expected standard.</p> <p>End of KS2 50%</p> <p>One pupil to achieve expected standard and the SEND pupil to be disapplied.</p> <p>Staff lead = HT</p> | <ol style="list-style-type: none"> 1. Purchased additional age/ability appropriate reading books they can take home. 2. Literacy TA has produced personalised home learning packs and organised workshops for parents on how to help their children use the packs successfully at home. 3. Continue to discuss reading habits and provide 1 to 1 reading support for pupil premium children who do not read frequently at home. 4. Older children encouraged and rewarded for helping their siblings to improve their reading skills. 5. Continue to use Fresh Start RWI resources for KS2 children still struggling with phonics. 6. Continue to re-fresh the reading areas in each classroom to make them more attractive and encourage pupils to contribute to recommended reading lists and do book reviews. 7. Whole school to visit to theatre to bring book performed to life and motivate pupils to read more often. 8. Personalised interventions /SAT's coaching. 9. New reading diaries provided with additional phonics information for pupils and parents. 10. School taking part in Seven Stories Power of Reading Project to improve reading skills;CLPE reading/writing scales utilised. INSET for staff. Superb books/online resources. 11. Reading Plus introduced to class 2 to improve reading engagement and progress, <p>Term 2</p> | <p>Rates of progress are improving and we are keen for further raise reading standards.</p> | <p>HT to monitor impact by conducting attitudes to reading survey.</p> <p>HT to closely monitor reading progress and SIP to hear pupils read.</p> | <p><u>December 2018</u></p> <p>Year 2 – Two pupils on track to achieve age related standards.</p> <p>Year 6 – One pupil on track to achieve age related standards.</p> |
|---|--|---|---|--|

| | | | | |
|--|---|-----------|-----------|--|
| <u>HIGH ATTAINING PP CHILDREN</u> | Personalised support and SAT's coaching for the following learners targeted to achieve GD:- Year 1 = 1 non-PP learner to achieve GD in reading and writing. Year 3= 1 PP pupil to achieve GD in reading. Year 4 = 2 pupils to achieve GD in reading and maths and 1 in writing. Year 5 = 1 pupil to achieve GD in reading, writing and maths. | As above. | As above. | <u>December 2018</u> The children are making good progress towards their challenging targets. |
|--|---|-----------|-----------|--|

| iii Other approaches to raise the attainment and progress of pupil premium children. | | | | Total cost = £1,800 |
|---|---|--|---|--|
| Intended outcomes | Actions | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Impact so far |
| <p><u>ATTENDANCE</u></p> <p>The attendance rate of pupil premium children to improve from XX% to 96% or better.</p> <p>The persistent absence rate of pupil premium pupils to reduce from XX% to 10% or less by July 2019.</p> <p>Staff lead = HT</p> | <ol style="list-style-type: none"> 1. Attendance review meetings organised with parents of poor attenders, emphasis on the lack of progress in RWM. 2. 100% certificates and 10 Linton pounds for pupils who achieve a 100% attendance record, awarded at the end of each half term. 3. Superb weekly attendance rates celebrated in assemblies. 4. Improved attendance rewards (certificate & 2 Linton pounds) for pupils who manage to improve attendance by 5%. To be awarded every half term. 5. Personalised attendance letters sent to every parent/carers, with an information leaflet explaining the importance of good attendance and emphasising that parents can be fined for unauthorised family holidays. 6. EWO to continue with penalty fines to tackle in term holidays. 7. We will strive to ensure that we help all children absent for a long period of time to catch up on the work they have missed. <p>Linton pounds are reward vouchers that children can spend in the school shop on books, games, skate boards etc.</p> | <p>Current absence rates of pupil premium children are too high.</p> | <p>* Close monitoring of attendance and absences.</p> <p>* Will require medical evidence for pupils at risk of becoming PA.</p> | <p><u>5/9/2018 to 8/2/2019</u> Within school gap</p> <p>PP attendance rate = 92.8% +0.8%</p> <p>Non-PP attendance rate=92%</p> <p>PP persistent absence rate = 16.3% 1% lower</p> <p>Non-PP persistent absence rate = 17.3%</p> <p><u>Sept 17 to 30th April 2018</u> Within school gap</p> <p>PP attendance rate =</p> <p>Non-PP attendance rate=</p> <p>PP persistent absence rate =</p> <p>Non-PP persistent absence rate =</p> |

| | | | | |
|--|--|--|--|---|
| <p><u>ENGAGING PARENTS</u> Parents better able to support learning at home.</p> <p>Staff lead = HT</p> | <ol style="list-style-type: none"> 1. October hold literacy meeting with PP parents (“Coffee, Cake & Catch-up”) to look at ways we can help them to support their children’s learning at home. 2. Maths workshops in October to show parents how to improve maths skills at home and launch the “quality maths homework challenge”. Personal invitations for hard to reach parents. 3. Literacy TA meets with targeted parents of PP children to coach parents so they can better support home learning; parents provided with free packs of learning resources. | <p>Increased parental support will lead to increased progress and attainment</p> | <p>Frequency that parents hear their children read evidenced in homework diaries. Keep records of the number of parents attending parents’ evenings.</p> | <p><u>December 2018</u> Events 1 and 2 were not well attended by parents of PP children. However, strategy 3 is very successful and is helping us to engage hard to reach PP parents. When we hold celebration assemblies, craft fairs or drama performances we will make sure we use the opportunity to engage parents in their children’s learning.</p> |
| <p>Remove the financial barrier to pupils accessing quality enrichment that enhances learning opportunities. Also ensure no child is sitting hungry in lessons.</p> <p>Staff lead = HT</p> | <ol style="list-style-type: none"> 1. Pay for/or subsidise children to attend field trips and theatre trips to inspire and enhance communications, writing and progress. Also fund weekly music tuition to play the tenor horn etc. 2. Subsidise KS2 residential to Kingswood- an outdoor activities centre in Tees Valley. (Parents have raised over £632 to further subsidise the residential). 3. Fund excursions to develop personal skills and social relations for Year 6 pupils with children from other primary schools. 4. Funding Fruit for Schools scheme in KS2 to provide daily piece of fruit. 5. We will continue to encourage our children to fill in their Curriculum Passports to evidence their experiences. | <p>Paying for these things might be a barrier to them accessing them</p> | <p>Check enrichments are impacting on pupil outcomes by looking at the quality of work produced after visits and trips.</p> | <p><u>December 2018</u> Financial barriers removed.</p> |

| 6. Review of expenditure for previous academic year 2017-2018 | | | |
|--|---|---|--|
| i. Improve the quality of teaching, learning and assessment. | | Total budgeted cost = £11,880 | |
| Intended outcomes | Actions | 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. |
| TEACHING & LEARNING Ensure teachers/TA's have high expectations about the progress and attainment of PP children. Improve the quality of marking so it impacts strongly on PP outcomes. | <ol style="list-style-type: none"> 1. CPD on what good/outstanding lesson planning. L looks like. CPD for teaching assistants on how to assess.. 2. Performance management targets linked to pupil outcomes. 3. New marking policy introduced. Established consistency in marking and feedback across the school. 4. Weekly targets for pupils. | <p>Expectations have improved but are not yet high enough. Greater differentiation, more pace, stretch and challenge needed in some lessons.</p> <p>Book scrutinies show that assessment and marking have improved since September 2016, but next steps are not always clearly explained by teachers, so pupils sometimes do not know how to improve their work. Teacher feedback also needs to provide more stretch/challenge.</p> | <p>Strategies worked well and will be continued.</p> <p>Immediate verbal feedback had the greatest impact.</p> |
| EARLY YEARS PP girl to make good progress and achieve GLD. | <ol style="list-style-type: none"> 1. Continue with Read Write In programme and resources. 2. Literacy TA delivered phonics interventions twice a week to boost reading and writing skills. 3. Provided more opportunities for writing. | <p>The PP girl made good progress but did not achieve GLD.</p> | <p>Additional maths strategies to be piloted in 2018/19.</p> |
| PHONICS All PP (2) children to pass the Year 1 phonics check. | <ol style="list-style-type: none"> 1. Intensive daily phonics. 2. Involve parents in helping their children learn tricky words. | <p>One of 2 PP children passed the phonics test.</p> | <p>Personalised support to continue in 2018/19.</p> |
| READING End of KS1: both PP children to achieve the expected standard. | <ol style="list-style-type: none"> 1. Purchased Fresh Start RWI resources for KS2 children struggling with phonics and additional age/ability appropriate reading books they can take home. 2. Literacy TA produced personalised home learning packs and organised workshops for parents on how to help their children use the packs successfully at home. 3. Provided 1 to 1 reading support for pupil premium children who do not read frequently at home. 4. Reading areas improved. 5. Whole school visit to Seven Stories and Live Tales Theatre. | <p>All PP pupils made good progress in reading.</p> <p>In the end of Key Stage tests both PP children reached the expected standard and the Year 2 girl achieved at greater depth.</p> | <p>Strategies were successful, so will be continued.</p> |

| | | | |
|--|---|--|---|
| WRITING End of KS1: both PP children to achieve expected standard. | <ol style="list-style-type: none"> 1. Reviewed handwriting standards and introduced a new handwriting programme. 2. Increased extended writing opportunities in English and other subjects, so that extended writing is an integral part of the new curriculum. 3. School to trial special writing pencils. 4. Greater emphasis on all pupils writing well in all exercise books, not just in their writing books. 5. PP children invited to attend a weekly writing club. | In the end of Key Stage (Year 2) teacher assessment-- one PP pupil reached the expected standard and the other did not. | More needs to be done to help or PP children make rapid progress in writing. |
| MATHS End of KS1: both PP children to achieve expected standard. | <ol style="list-style-type: none"> 1. White Rose maths scheme introduced. 2. Maths minion homework buddy and journal introduced to help children learn effectively at home. 3. Introduced maths progress ladders for each skill set. 4. Maths adviser delivered INSET for teachers on mixed age planning in term 1. | Both PP children reached the expected standard. | More needs to be done to help our PP children make rapid progress in maths. |
| OTHER Contribution towards instrumental music lessons, educational visits, residential trips, creative art days etc. Reduce absence rates to help improve progress. | <ol style="list-style-type: none"> 1. Financial barriers to enrichment activities removed. 2. Funded Fruit for Schools scheme in KS2, providing a daily piece of fruit. 3. Attendance review meetings organised with parents of poor attenders, emphasis on the lack of progress in RWM. 4. 100% certificates and 5 Linton pounds for pupils who achieve a 100% attendance record, awarded at the end of each half term. Superb weekly attendance rates celebrated in assemblies. Improved attendance rewards (certificate & 2 Linton pounds) for pupils who manage to improve attendance by 5%. To be awarded every half term. | Increased self-confidence, particularly from those participating in music and outdoor activities, but impact on reading, writing and maths outcomes limited. | Continue to find ways of ensuring enrichment activities impact more strongly on reading, writing and maths pupil premium outcomes. Monitor attendance more closely and take action earlier re pupils at risk of becoming PA |

7.Additional detail

In this section you can annex or refer to **additional** information you have used to support the sections above.