

Linton Primary School: Pupil Premium Strategy and Impact Statement 2018-2021

Information has been hidden where children may be identifiable due to small pupil numbers. Information kept in school.

School overview

































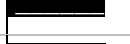









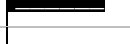

















































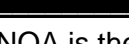
Metric	Data
Pupils in school	25
Proportion of disadvantaged pupils	56% 14 children FSM & Ever 6 = 12 Pupil premium plus = 0 Service children= █ Reception= 0 Year 1=█ of 6 Year 2=█ of 3 Year 3=█ of 3 Year 4=█ of 4 Year 5=█ of 3 Year 6=█ of 4
Pupil premium allocation this academic year	£16,440
Academic year or years covered by statement	2018-21
Publish date	October 2019
Review date	Termly progress checks and full annual reviews in September 2020 and September 2021
Statement authorised by	Governing Body
Pupil premium lead	█
Governor lead	Elaine Wood (Vice Chair of Governing Body)

End of Key Stage 2 (Year 6) disadvantaged pupil progress scores for last academic year.








█
█

Measure	Disadvantaged scores	Scores of other pupils
Reading	-3.64	█
Writing	+2.10	+2.96
Maths	-10.74	-5.52

Disadvantaged pupil performance overview for last academic year (2018/19) compared to pupils not eligible for pupil premium funding. PP=Pupils eligible for pupil premium funding NAO=National average for pupils not eligible for PP funding **Green**= Above NAO

Measure	PP	Not PP	In school gap	NAO	Attainment gap when compared to NAO
Reception class % achieving a Good Level of Development					
Achieving expected standard in the 2019 Year 1 Phonics Check					
End of Key Stage 1 (Year 2) attainment - unvalidated					Attainment gap when compared to NAO
Meeting expected standard in reading					
Achieving high standard in reading					
Meeting expected standard in writing					
Achieving high standard in writing					
Meeting expected standard in maths					
Achieving high standard in maths					
End of Key Stage 2 (Year 6) attainment – unvalidated The non-PP child was disapplied from reading and GPS.					
Meeting expected standard in reading					
Achieving high standard in reading					
Meeting expected standard in writing					
Achieving high standard in writing					
Meeting expected standard in mathematics					
Achieving high standard in mathematics					
Meeting expected standard in GPS					
Achieving high standard in grammar punctuation & spelling					
Absence % Reception to Year 6					 NOA is the 2017/18 % for non-PP children.

Teaching priorities for current academic year (2021 targets to be added in 2020)

Aims	Targets	Target date
Year 1 Phonics Check	Both of the PP learners to pass the phonics test.	July 2020
Attainment – Maths	<div>Y1 Y2 Y3 Y4 Y5 Y6</div> <div>PP pupils to reach the expected standard </div> <div>PP pupils to achieve at greater depth </div>	July 2020
Attainment – Reading	<div>Y1 Y2 Y3 Y4 Y5 Y6</div> <div>PP pupils to reach the expected standard </div> <div>PP pupils to achieve at greater depth </div>	July 2020
Attainment -- Writing	<div>Y1 Y2 Y3 Y4 Y5 Y6</div> <div>PP pupils to reach the expected standard </div> <div>PP pupils to achieve at greater depth </div>	July 2020
Attainment -- Science	<div>Y1 Y2 Y3 Y4 Y5 Y6</div> <div>PP pupils to reach the expected standard </div>	
Absence	Absence rate of pupil premium children to improve from 93.79 to 96%, so it is in line with the national average.	July 2021

Remember to focus on disadvantaged pupils reaching the expected standard in early years, phonics at end of Year 1, end of KS1 (Year 2) and KS2.

Teaching priorities and targeted academic support for current academic year for disadvantaged learners

Measure	Activities														
Priority 1:MATHS	<ol style="list-style-type: none"> 1. Claire Williams to visit to provide INSET for staff to improve subject knowledge. 2. Provide more opportunities for children to explain and justify reasoning. 3. Personalised support and SAT's coaching. 														
Priority 2: LITERACY	<ol style="list-style-type: none"> 1. Literacy teaching assistant provides 1 to 1 reading support for pupil premium learners in lessons and runs a reading club 4 lunchtimes each week, encouraging PP children to attend. 2. Daily Read Write Inc phonics for EYFS, Year 1 and Year 2 PP [REDACTED] 3. Pupils encouraged to read every day using books and ipads. Reading Plus 3 x 30 mins at school and at least 2 sessions at home. 4. Read Write Inc spelling programme and resources purchased for KS2 pupils. 														
Priority 3: PARENTAL ENGAGEMENT	Phonics, reading and maths parent's workshops held in autumn term to increase parental engagement in order to improve their knowledge and understanding and subsequently support their child's learning. Free resources also provided.														
Barriers to learning these priorities address	<ul style="list-style-type: none"> • When the children join the school, most are below age-related expectations, have poor language, communication and social skills. A high number have special educational needs and/or welfare issues. • Some parents find the education system intimidating and need greater guidance so they can effectively support home learning. 														
Projected spending Figures are approximate, based in part on previous year's expenditure.	<p>Resources:</p> <table> <tr> <td>Launchpad to Literacy</td><td>£295.00</td></tr> <tr> <td>RWI Spelling Prog + resources</td><td>£160.00</td></tr> <tr> <td>Resources for lunchtime Literacy clubs</td><td>£225.00</td></tr> <tr> <td>Resources to support interventions for individuals</td><td>£135.00</td></tr> <tr> <td>Resources to support families</td><td>£175.00</td></tr> <tr> <td>TA support (approx 80% of wage)</td><td>£10,800.00</td></tr> <tr> <td>TOTAL</td><td>£11,790.00</td></tr> </table>	Launchpad to Literacy	£295.00	RWI Spelling Prog + resources	£160.00	Resources for lunchtime Literacy clubs	£225.00	Resources to support interventions for individuals	£135.00	Resources to support families	£175.00	TA support (approx 80% of wage)	£10,800.00	TOTAL	£11,790.00
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Wider strategies for current academic year

Measures	Actions
Priority 1	Diminish the financial barriers that prevent learning by paying for educational trips, theatre visits, music tuition, residential and swimming lessons. Also, ensure the curriculum, extra-curricular activities and visits raise aspirations and give our pupils the cultural capital to succeed in life. We will continue to encourage our children to fill in their Curriculum Passports to evidence their experiences.
Priority 2	Reduce the absence rate of our pupil premium learners by 3% by constantly emphasising the importance of good attendance in letters, school reports and meetings with parents. Superb attendance rewarded (Linton pounds) and celebrated in assemblies. EWO to continue with penalty fines to tackle in term holidays.
Barriers to learning these priorities address	<ul style="list-style-type: none"> Poor attendance and low aspirations of some of our disadvantaged pupils. Limited access to cultural experiences.
Projected spending Figures are approximate, based on previous year's income and expenditure.	Supplement to contributions for PP children: Educational visits £2100.00 KS2 Residential visit £585.00 Whole school swimming sessions £1120.00 Extra-curricular clubs & experiences £120.00 <u>Sub-total</u> £3925.00 Incentives: Attendance rewards £350.00 Learning rewards £375.00 <u>Sub-total</u> £725.00 TOTAL £ 4650.00

Monitoring and Implementation

Area	Challenges	Mitigating action
Teaching	Ensuring enough time is given to allow for staff professional development. Use of RWI strategies and resources.	Additional cover by supply teacher/headteacher to release staff to attend training and/or observe good practice at other local schools. Ensure we have sufficient RWI resources to be used throughout school.
Targeted support	Ensure interventions, as far as possible, do not mean targeted children are missing their wider curriculum entitlement.	Targeted pupil premium children to receive additional support in class where possible and reading/writing interventions carried out by Literacy teaching assistant and HLTA. Timetabling of interventions is reviewed half-termly and a rota style employed to ensure children do not always miss the same learning sessions. Maths interventions carried out by HLTA & TA to consolidate and/or pre teach.
Wider strategies	Some parents find the educational system intimidating and need guidance on how to encourage and support home learning.	Headteacher, Maths leader and Literacy TA to run workshops for parents.

Review: last year's aims and outcomes

PP = Pupil premium Total budget was £13,880

Aims	Outcomes
<u>Attendance</u> Reduce absence rates to improve progress.	The attendance of individual PP children did improve, with one of our PP children who was previously classed as a persistent absentee gaining the award for the most improved attendance over the course of the academic year. The attendance of PP children was over-all in line with that of non- PP children.
<u>Early Years</u> Increase the number of PP children achieving a good level of	The PP learner/s made good progress and achieved a good level of development. Ofsted judged our early years provision to be good.

development (GLD).	
<u>KS1 targets</u> ██████ PP learners to pass the Year 1 phonics test. ██████ Year 2 PP learners to reach the expected standard in reading and ██████ to reach the expected standard in maths and writing.	All of the PP learners made good progress from their varied starting points and all of the Year 1 and Year 2 targets were achieved.
<u>Year 6 targets</u> ██████ to achieve the expected standard in reading, writing and maths.	The county quality assured writing standards and confirmed that the PP learner/s achieved age related standards in writing. However, they did not achieve the expected standard in reading and maths.
To increase confidence of PP learners and provide a rich educational experience for them to help raise aspirations.	Confidence of our PP learners improved as was evidenced by their increased willingness to try new things and take on responsibilities eg they helped to organise school visits, raised money for national and local charities and contributed to the planning of improvements to the school site and aspects of school life. A varied and interesting programme of school visits and a good range of sports/ clubs took place including, coding, crafts, cookery and active sports etc. 8 out 13 of our 'Children's University Graduates were PP children.