

## Linton Primary School:2015-2017 Pupil Premium Strategy Statement: substantially revised May 2017

1. Summary information			
<b>Total number of pupils</b>	25 in September 2016	<b>Number of pupils eligible for pupil premium funding</b>	10 (40% of total on roll) 5 of the 10 (50%) are on the SEND register.
<b>Number of pupil premium children in each year group:</b> Reception = 2 Year 1 = 2 Year 2 = 1 Year 3 = 2 Year 4 = 2 Year 6 = 1 There are no LAC or armed forces			
<b>Total pupil premium budget:</b>	£11,880	<b>Amount per pupil:</b> Yrs 1 to 6 =£1,320 Early Years & armed forces children=£300 LAC=£1,900	
<b>Date of external pupil premium review start:</b> September 2016		<b>Date of internal half termly reviews:</b> 4/10/16, 9/12/2016, 10/2/17, 31/3/17, 19/5/17 & 7/7/2017 <b>Green</b> = school above the national attainment figures for other pupils (not disadvantaged). <b>Red</b> = below	

2. Early years children achieving a Good Level of Development (reception class) and attainment in the Year 1 phonics check in 2016			
	<i>Attainment</i>	<i>National average for others</i>	<i>Difference</i>
% achieving a Good Level of Development (GLD)	67% (2 of 3 children)	72%	- 5%
% achieving the expected standard in the Year 1 phonics check	100% 1 child	83%	+ 17%
3. End of Key Stage 1 (Year 2) June 2016 Attainment Figures			
	<i>Attainment of our Year 2 pupil eligible for pupil premium funding. - 1 pupil</i>	<i>National averages for others</i>	<i>Difference %</i>
% reaching expected standard in reading	0%	78%	- 78%
% reaching a high score/working at greater depth in reading	0%	27%	- 27%
% reaching expected standard in writing	0%	70%	- 70%
% reaching a high score/working at greater depth in writing	0%	16%	- 16%
% reaching expected standard in maths	100%	77%	+ 23%
% reaching a high score/working at greater depth in maths	0%	20%	- 20%
% reaching expected standard in science	100%	85%	+ 15%

#### 4. End of Key Stage 2 (Year 6) 2016 Attainment Figures and Progress Key Stage 1 to Key Stage 2

Please note there is no Key Stage 2 chart as the school did not have any children in Year 6.

#### 5. Barriers to future attainment for pupil eligible for pupil premium funding in 2016-2017

A.	A high number of pupil premium children also have special educational needs.
B.	Poor attendance of some disadvantaged children due to unauthorised absence such as family holidays taken in term time.
C.	Next steps marking is developing well, but is not yet of a consistent high standard for all pupil premium children.
D.	Pupils are not resilient, independent learners and this affects their progress.
E	The need to increase the percentage of good and outstanding teaching.

#### 6. Outcomes and success criteria for summer 2017

Further information is available on request at the discretion of the Headteacher. This is due to low pupil numbers and to protect the identity of individuals.

## 7. Planned expenditure 2016-2017

### i. Quality of teaching for all: to improve the percentage of good and outstanding teaching to 100%.

Desired outcome	Actions	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	Impact
1) Ensure all teachers and teaching assistants have high expectations about the progress and attainment of pupil premium children, so they stretch and challenge them appropriately.	<ul style="list-style-type: none"> <li>* CPD on what good/outstanding lesson planning looks like. Head teacher to QA lesson planning to make sure tasks are matched to ability and are challenging.</li> <li>* CPD for teaching assistants on how to assess.</li> </ul> <a href="#">Actions for summer term</a> <ul style="list-style-type: none"> <li>* Develop teaching assistant intervention files and ensure records of interventions are consistent.</li> <li>* Lesson observations to specifically focus on stretch/challenge to ensure they are age/ability appropriate.</li> </ul>	Ofsted stated that teachers' and teaching assistants' expectations of their pupils in terms of academic progress and behaviour were not high enough, especially for the most able.	<ul style="list-style-type: none"> <li>• QA planning records</li> <li>• Book scrutinies</li> <li>• Learning walks</li> <li>• Improve teaching assistant intervention folders and QA these to ensure tasks stretch and challenge.</li> </ul>	HT & maths leader	<u>March 2017</u> Ofsted stated that teachers now have access to more robust assessments and are better equipped to plan work at the right level to ensure that pupils make better progress.
2) All teachers and TA's have a performance management target linked to pupil outcomes.	<ul style="list-style-type: none"> <li>* Performance management targets linked to pupil outcomes agreed by end of Oct for teachers and November for TA's.</li> </ul> <a href="#">Actions for summer term</a> <ul style="list-style-type: none"> <li>* Review performance management targets and make further improvements for September, linking them more closely to pupil premium /SEND targets.</li> </ul>	Pupil premium outcomes were too low in 2016 and not all staff felt accountable for raising the attainment and progress of pupil premium children.	HT and performance management governors to QA.	HT & governors	<u>March 2017</u> Performance management targets have helped the school raise teacher expectations.
3) Improve the quality of marking so it impacts strongly on the attainment and progress of pupil premium children.	<ul style="list-style-type: none"> <li>* New marking policy introduced, WWW and EBI in clear next steps. Pupils now have weekly targets; when they are demonstrating them well they get new targets.</li> </ul> <a href="#">Actions for summer term</a> <ul style="list-style-type: none"> <li>* Continue to work on establishing consistency in marking/feedback across the school.</li> <li>* Develop pupils' self-reflection skills.</li> <li>* Pupil survey on marking and feedback.</li> </ul>	Ofsted stated that pupils lack clear guidance, inspiration and challenge from their teachers to do their very best.	Book scrutinies by SLT and Staff	All teachers  HT to QA	<u>March 2017</u> Book scrutinies show that next steps marking is developing well and impacting on strongly on pupil progress.
4) To ensure behaviour standards improve and pupils' attitudes to all aspects of their learning are consistently positive and have a good impact on the progress they make.	<ul style="list-style-type: none"> <li>* 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.</li> <li>* Playground areas improved and games/equipment purchased.</li> </ul> <a href="#">Actions for summer term</a> <ul style="list-style-type: none"> <li>* All staff to continue to expect and consistently establish high behaviour standards.</li> </ul>	Ofsted stated that the behaviour of pupils requires improvement.	<p>Continue to log incidents of poor behaviour to determine if the number of incidents is declining.</p> <p>Model standards expected and continue with the "Linton pounds" reward system which Ofsted praised.</p>	All staff	<u>March 17</u> – Ofsted stated that the number of incidents of poor behaviour had "more than halved" in the 1 <sup>st</sup> 7 weeks of the spring term. <u>April 17</u> Pupil premium reviewer judged behaviour to be good in lessons.
<b>Total budgeted cost</b>					<b>£500</b>

## ii Targeted support for pupil premium children to enable them all to achieve well.

Desired outcome	Actions	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	Impact
PHONICS 100% of pupil premium children to pass the phonics test in 2017.	<ul style="list-style-type: none"> <li>* Intensive daily phonics support for this group from the class 1 teacher and TA.</li> <li>* Literacy TA delivers literacy intervention every afternoon to PP children in Year 1 and Reception.</li> <li>* Read Write Inc resources purchased.</li> </ul> <a href="#">Actions for Summer Term</a> <ul style="list-style-type: none"> <li>* Fine tune support by considering what the barriers to learning are for these children. Involve parents in helping learn tricky words etc.</li> </ul>	Variable phonics results.	Check that pupil premium children know their phase 1/2/3/4 phonics and can apply them confidently.	Class 1 teacher & literacy TA	<p><u>March 17</u> - Number of high frequency words/sounds known has increased.</p> <p><u>May 17</u> 4 of 5 PP pupils on track to pass phonics test. All PP children applying their phonics knowledge in their reading and writing.</p>
<p>MATHS End of KS1 pupil premium girl to achieve expected standard.</p> <p>End of KS2 the pupil premium boy to achieve expected standard.</p>	<ul style="list-style-type: none"> <li>* Continue to use on-line maths scheme (Abacus) and associated resources.</li> <li>* Introduced maths progress ladders for each skill set.</li> <li>* Maths minion homework buddy and journal introduced to help children learn effectively at home.</li> </ul> <a href="#">Actions for Summer term</a> <ul style="list-style-type: none"> <li>* NCETM subject knowledge audit to be done online by all teachers and teaching assistants and gaps in knowledge identified. 5/6/17</li> <li>* Visits to other schools for staff to observe outstanding maths teaching and learning.</li> <li>* Staff booked on INSET courses to improve subject knowledge.</li> </ul>	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>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>	HT & Maths Leader	<p>March 17 KS1 - PP girl on track to achieve expected standard in maths.</p> <p>KS2 – SEND boy not yet on track to achieve expected standard.</p> <p>Children's confidence and maths skills have improved.</p>
<p>WRITING End of KS1 pupil premium girl to achieve expected standard.</p> <p>End of KS2 the pupil premium boy to achieve expected standard</p>	<ul style="list-style-type: none"> <li>* Read Write Inc training for all teachers and teaching assistants 8/16.</li> <li>* Reviewed handwriting standards and introduced a new handwriting programme.</li> </ul> <a href="#">Actions for Summer Term</a> <ul style="list-style-type: none"> <li>* Handwriting programme quality assured by the HT to ensure a consistent high quality approach.</li> <li>* Increase extended writing opportunities in English and other subjects, so that extended writing is an integral part of the new curriculum.</li> </ul>	Ofsted stated “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.”	Lesson observations Book scrutinies	HT	<p>March 17 KS1 - PP girl on track to achieve expected standard in writing.</p> <p>KS2 – SEND boy not yet on track to achieve expected standard.</p>

<p>READING</p> <p>End of KS1 pupil premium girl to achieve expected standard.</p> <p>End of KS2 the pupil premium boy to achieve expected standard</p>	<p>* Read Write Inc books purchased in September 2016 and March 2017, so all children have age/ability appropriate reading books they can take home.</p> <p>* 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.</p> <p>* Discuss with PP children reading habits and support for reading at home.</p> <p>* Provide 1 to 1 reading support for pupil premium children who do not read frequently at home.</p> <p><a href="#">Actions for Summer Term</a></p> <p>*Purchase Fresh Start RWI resources for KS2 children still struggling with phonics.</p> <p>*Investigate the costs and benefits of ebooks and pilot their use with one or two year groups.</p> <p>* Improve the reading areas in each classroom to make them more attractive and encourage pupils to contribute to recommended reading lists.</p> <p>* Involve PP children in relaunch of library. Train as librarians.</p>	<p>Rates of progress too variable.</p> <p>Novelty of reading on ipad will be motivating (PP book).</p>	<p>HT to monitor impact by conducting attitudes to reading survey before and after introduction to ipads</p>	<p>HT</p>	<p>March 17</p> <p>KS1 - PP girl on track to exceed expected standard in reading.</p> <p>KS2 – SEND boy not yet on track to achieve expected standard.</p>
<p>To improve motor skills, visual perception, visual motor skills and spatial relations.</p>	<p>* Purchase of resources recommended by Occupational Therapist.</p>	<p>Some pupil premium children have poor motor skills which makes it difficult for them to write well.</p>	<p>Interventions led by TA and HLTA.</p>	<p>HLTA</p>	<p>Improved fine motor skills which are helping the children to improve their handwriting.</p>
<p><b>Total budgeted cost =</b></p>					<p><b>£9,000</b></p>

iii Other approaches to raise the attainment and progress of pupil premium children.					
Desired outcome	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
Reduce absence rates to help improve progress and attainment.	<ul style="list-style-type: none"> <li>* Attendance review meetings organised with parents of poor attenders, emphasis on the lack of progress in RWM.</li> <li>* 100% certificates and 5 Linton pounds for pupils who achieve a 100% attendance record, awarded at the end of each half term.</li> <li>* Superb weekly attendance rates celebrated in assemblies.</li> <li><a href="#">Actions for summer term</a></li> <li>* Improved attendance rewards (certificate &amp; 2 Linton pounds) for pupils who manage to improve attendance by 5%. To be awarded every half term.</li> </ul> <p>Linton pounds are reward vouchers that children can spend in the school shop on books, games, skate boards etc.</p>	Current absence rates of pupil premium children are too high this year; over 4% above national others in April 2017.	<ul style="list-style-type: none"> <li>* Close monitoring of attendance and absences.</li> <li>* Will require medical evidence for pupils at risk of becoming PA.</li> </ul>	HT	<p>Attendance of some children has improved, but unauthorised family holidays have reduced overall figures.</p> <p><u>1/9/2016 to 5/5/2017</u></p> <p><u>Absence rates</u></p> <p>Pupil premium= 7.6%</p> <p>Not pupil premium = 3.4%</p> <p>2015/16 national others =3.4%</p> <p><u>Persistent absentee rates(90% or more)</u></p> <p>Pupil premium =12%</p> <p>Not pupil premium=8%</p> <p>2015/16 national others =6.2%</p>
Parents better able to support learning at home.	<ul style="list-style-type: none"> <li>* Hold meetings with PP parents to look at ways we can help them to support their children's learning at home.</li> <li>* Numeracy and literacy workshops to show parents how to support home learning. Personal invitations for hard to reach parents.</li> </ul>	Increased parental support will lead to increased progress and attainment	<p>Frequency that parents hear their children read evidenced in homework diaries.</p> <p>Keep records of the number of parents attending parents' evenings.</p>	HT and class teachers	Literacy teaching assistant has worked with 3 families so far and others will be supported over the next half term. All those seen have responded positively and are now more confident/able to support home learning effectively.
Remove the financial barrier to pupils accessing quality enrichment that enhances learning opportunities. Also ensure no child is sitting hungry in lessons.	<p>Paying for/or subsidising 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.</p> <p>Subsidise KS2 residential to Robin Wood- an outdoor activities centre.</p> <p>Fund excursions to develop personal skills and social relations for Year 6 pupils with children from other primary schools.</p> <p>Funding Fruit for Schools scheme in KS2 to provide daily piece of</p>	Paying for these things might be a barrier to them accessing them	Check enrichments are impacting on pupil outcomes by looking at the quality of work produced after visits and trips.	HT	Financial barriers removed
Total budgeted cost					£2,380

7. Review of expenditure				
Previous Academic Year		2015-2016 Pupil premium grant = £9,340		
Targeted support for pupil premium children.				
Desired outcome	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)	Cost
<b>EARLY YEARS</b> Improve speech and communication skills in EYFS.	Employing an additional teaching assistant for 15 hours per week to support EYFS children.	Early years children were much more focused and able to express themselves better and 2 of the 3 pupil premium children achieved a good level of development.	Will be continued.	<b>£1,863</b>
<b>READING</b> Provide access to high quality reading materials and ensure regular reading habits develop.	Read, Write Inc, phonics books and library books purchased.	The new resources helped, but more needs to be done in 2016/17 to ensure ALL pupils make good progress in reading	Further reading resources to be purchased.	<b>£1,752</b>
<b>WRITING</b> Provide experiences within our curriculum to inspire pupils and enhance writing progress.	On-line teaching resources purchased and ipads to support access to online learning for pupils who do not have access at home.	These resources helped, but more writing strategies are needed to ensure ALL pupils make good progress in writing.	New writing strategies are needed to ensure all pupils reach age expected standards.	<b>£1,830</b>
<b>MATHS</b> Improve basic maths skills.	Online maths scheme (Abacus Online) and pupil books for Abacus purchased to enable pupils to practise basic maths skills at home.  Interactive touchscreen boards purchased to support the teaching of maths.	These resources helped, but more maths strategies are needed to ensure ALL pupils make good progress in mathematics.	New maths strategies are needed to ensure all pupils reach age expected standards.	<b>£2,620</b>

<b>OTHER</b> Contribution towards instrumental music lessons, educational visits, residential trips, creative art days etc.	Financial barriers to enrichment activities removed. Purchase of Fruit for Schools scheme for KS2 pupils to ensure no pupils are hungry in lessons.	Increased self-confidence, particularly from those participating in music and outdoor activities, but impact on reading, writing and maths outcomes limited.	Will find ways of ensuring enrichment activities impact more strongly on reading, writing and maths pupil premium outcomes.	<b>£1,275</b>
--	--	--	---	---------------

#### 8. Additional detail

For **additional** information and evidence relating to this plan please see SIP reports, Ofsted Report, progress tracker evidence, monitoring records and headteacher's reports for governors.