

Pupil Premium

Pupil Premium is an additional government grant which is added to the main funding that schools receive in their annual budgets. Pupil Premium is allocated to pupils who are currently registered for free school meals or who have received free school meals at any time in the last six years (known as 'Ever 6, FSM'). The funding for these children is £1,320 per year. Children who have parents in the Forces are allocated £300 per year. Any 'Children Looked After', Adopted, subject to 'Special Guardianship' arrangements, a 'Child Arrangements Order' or a 'Residence Order' are allocated £2,300.

The aim of the Pupil Premium funding is to support eligible children who may be vulnerable to under-achievement and address any attainment gaps so that they achieve at least as well as their peers. As well as focusing upon academic endeavours, it may also be appropriate to provide support to nurture their well-being and to provide these children with access to a variety of enriching experiences.

This is based on research showing that children from low income families perform less well at school than their peers. Often, children who are entitled to pupil premium face challenges such as poor language and communication skills, less family support, lack of confidence and issues with attendance and punctuality. The pupil premium is intended to directly benefit the children who are eligible, helping to narrow the gap between them and their classmates.

At Lincewood Primary School the progress and attainment of pupils who receive the Pupil Premium Grant is tracked through half termly pupil progress meetings. At these meetings each child is discussed in depth, his or her specific needs are outlined and interventions to meet these needs are put in place. The half termly reviews ensure that the support that the children receive remains relevant and appropriate.

Lincewood Primary Pupil Premium Allocation April 2019-April 2020

The school allocation for April 2019-April 2020 is **£117,100** in Pupil Premium funding. This is **21%** of the school population – **85/413** pupils. This allocation will be reviewed in April 2020.

The plan will be reviewed by the Governing Body in Spring and Summer 2020 to check progress against key performance indicators & ensure the school is on track to meet intended outcomes. The impact will be recorded in the pupil premium evaluation document.

Allocation criteria	Children eligible under 'Ever6'	Children eligible under 'Looked After' or 'Adopted' or 'Special Guardianship'	Children eligible under 'Service children'
Number	80	5	0

Pupil Premium Plan

Objective 1 To provide targeted teaching in year 3-year 6 English and Maths sets to ensure an increasing number of pupils meet National Standards by reducing the gap between pupils in receipt of PPG and other pupils £48,194	
Intended outcome	Key Performance Indicators
<ul style="list-style-type: none"> In years 4-6, the ratio of children to teacher is reduced so that pupils are taught Maths in sets of no more than 20 to enable more focused teaching to maximise progress and attainment In year 3, the ratio of children to teacher is reduced so that pupils are taught English and Maths in sets of no more than 20 to enable more focused teaching to maximise progress and attainment In years 4-6, both classes in each year group have additional adult LSA support in English to enable more focused teaching to maximise progress and attainment 	Year group data shows: <ul style="list-style-type: none"> Increase in the percentage of pupils achieving age appropriate expectations The gap between the attainment & progress of pupils in receipt of PPG and non-PPG pupils reduces A higher number of PPG pupils achieve greater depth in Reading, Writing & Maths
Objective 2 To provide specific tutoring for individuals and /or groups of children in KS2 £14,040	
Intended outcome	Key Performance Indicators
<ul style="list-style-type: none"> Children’s understanding can be assessed and built on in ways that ensure maximum progress is achieved Where children are falling behind or at risk of falling behind, targeted 1:1 or group work by experienced teachers enables gaps to be filled and progress to be improved Holiday study clubs enable gaps in learning to be addressed and good progress to be made 	Year group data shows: <ul style="list-style-type: none"> Increase in the percentage of pupils achieving age appropriate expectations The gap between the attainment & progress of pupils in receipt of PPG and non-PPG pupils reduces A higher number of PPG pupils achieve greater depth in Reading, Writing & Maths
Objective 3 To provide specific tutoring for groups of children in Reception and KS1 £16,012	
Intended outcome	Key Performance Indicators
<ul style="list-style-type: none"> Children’s understanding can be assessed and built on in ways that ensure maximum progress is achieved Where children are falling behind or at risk of falling behind, targeted 1:1 or group work by an experienced teacher and LSA enables gaps to be filled and progress to be improved 	Year group data shows: <ul style="list-style-type: none"> Increase in the percentage of pupils achieving age appropriate expectations The gap between the attainment & progress of pupils in receipt of PPG and non-PPG pupils reduces A higher number of PPG pupils achieve greater depth in Reading, Writing & Maths
Objective 4 To provide focused small group tuition on phonics for children who are at risk of not achieving the end of year 1 expected standard £660	
Intended outcome	Key Performance Indicators
<ul style="list-style-type: none"> Small group support for targeted children by an experienced teacher 	<ul style="list-style-type: none"> Rise in the number of children achieving the required standard at year 1 and (where necessary) year 2 to 95% The gap between PPG pupils and their peers will have reduced

Objective 5 To provide 1:1 reading tuition for targeted pupils in years 2-5 who need support to make progress in reading £2,090	
<p>Intended outcome</p> <ul style="list-style-type: none"> LSAs carry out Catch Up reading intervention twice weekly with specific children 	<p>Key Performance Indicators</p> <ul style="list-style-type: none"> Baseline to end of intervention increase in reading age Reading attainment is in line with peers
Objective 6 To increase attendance and punctuality of all pupils so that the school's attendance data is at least in line with National data £4,363	
<p>Intended outcome</p> <ul style="list-style-type: none"> New attendance system installed to monitor attendance and punctuality of all pupils Breakfast Club runs from 7.30-8.40am Attendance and punctuality improves as systems become more rigorous 	<p>Key Performance Indicators</p> <ul style="list-style-type: none"> Whole school attendance data increases to 96% Persistent absence data reduces to less than 8% Reduce percentage of persistent lateness to less than 5%
Objective 7 To provide specific support for individuals through English and Maths interventions so that they are able to make progress in the subject £19,636	
<p>Intended outcome</p> <ul style="list-style-type: none"> LSAs provide focused support based on teacher and standardised assessments 	<p>Key Performance Indicators</p> <ul style="list-style-type: none"> Individuals' progress and attainment data will show accelerated progress in English and Maths overall and that they are working towards age related expectations The gap between PPG pupil and their peers will continue to reduce
Objective 8 To provide additional intervention to maximise the amount of time that children are learning in school £5,852	
<p>Intended outcome</p> <ul style="list-style-type: none"> LSAs are employed from 8.30am to work with children on a 1:1 or to run small group interventions on their arrival at school Breakfast Club runs from 7.30-8.40am to enable better attendance and punctuality and provide a settled start to school so that children are ready to learn 	<p>Key Performance Indicators</p> <p>Year group data shows:</p> <ul style="list-style-type: none"> Increase in the percentage of pupils achieving age appropriate expectations The gap between the attainment & progress of pupils in receipt of PPG and non-PPG pupils reduces Individuals' progress and attainment data will show accelerated progress in English and Maths overall
Objective 9 To provide counselling and emotional support for vulnerable pupils £4,665	
<p>Intended outcome</p> <ul style="list-style-type: none"> Full time Pupil Support Manager employed to provide 1:1 support using a variety of emotional support/regulation packages to minimise the disruption to learning in class BCCS counsellor employed one day/fortnight so that pupils are able to move forward and take an active part in school life and education Early intervention and classroom support for pupils with SEND, social or emotional needs support so that they are able to attend school and take part in the full curriculum which in turn maximises progress and attainment and minimises the disruption to learning in class 	<p>Key Performance Indicators</p> <ul style="list-style-type: none"> Attitude to learning and confidence improved, evidenced by increased scores on wellbeing star Behaviour incidents reduced. Attendance Improved. Progress data shows that individual pupils make progress in line with their peers

<ul style="list-style-type: none"> • Effective support for pupils at lunchtime to reduce poor lunch time behaviour. 	
<p>Objective 10 To provide access to curriculum enrichment and support individual needs so that pupils experience a broad and balanced curriculum and learn through ‘real life’ experiences £1,588</p>	
<p style="text-align: center;">Intended outcome</p> <ul style="list-style-type: none"> • Financial support so that disadvantaged pupils are able to participate in extracurricular events such as residential trips. • Hunter provide bespoke outdoor education linked to the school’s curriculum topics to enhance the children experiences and understanding. • Children work on team-building and non-cognitive skills/ personal characteristics such as perseverance, resilience, etc. through adventure learning which will have a knock-on impact on academic outcomes. 	<p style="text-align: center;">Key Performance Indicators</p> <ul style="list-style-type: none"> • Pupils’ enjoyment of school, attitude and engagement in learning and confidence levels are rated good in pupil and parent surveys • Behaviour incidents reduced. • Attendance Improved. • Children develop a sense of resilience (Resilience Framework – www.boingboing.org.uk) • The school promotes equality of opportunity and access for all

Potential Risks and Barriers Faced by Our Pupils Eligible for the Pupil Premium funding

- Pupils start their education with a lower baseline than their peers and need additional support to make the expected progress and reach the expected standards of attainment.
- Due to a lower exposure to a wide vocabulary at home many of our pupils in receipt of Pupil Premium funding find reading comprehension challenging and perform less well than their peers.
- Emotional and Social barriers faced by some of the pupils has a significant impact on their learning.
- Some of the parents of our disadvantaged pupils lack the confidence to support their children with learning at home.
- Some of our pupils in receipt of the Pupil Premium funding have low self-confidence, higher levels of anxiety and difficulty in regulating their emotions which acts as a barrier to their educational success.
- Attendance of pupils in receipt of the Pupil Premium funding is lower than for the whole school (92% PP / 95% all)
- Some of our most able disadvantaged pupils do not have aspirational home backgrounds.
- Some of our disadvantaged pupils have limited opportunities for social, cultural or educational experiences beyond their immediate environment, eg. extra-curricular clubs, activities, trips and visits which helps enhance and develop knowledge.