

## Lincewood Primary School Pupil Premium (PPG) 2018-2019 Outcomes

### EYFS – Percentage achieving a Good Level of Development

	PPG (4 pupils)	Non-PPG	All pupils
<b>Good Level of Development</b>	50% *	81.5%	79.3%

\* 4 pupils is not enough to achieve statistical significance

### KS1 – Percentage of pupils achieving Age Related Expectations or above (Teacher assessments)

	PPG (12 pupils)	Non-PPG	All pupils
<b>Reading</b>	58%	82%	77%
<b>Writing</b>	42%	75%	68%
<b>Maths</b>	50%	77%	71%
<b>Combined</b>	42%	58%	65%

### KS2 – Percentage of pupils achieving Age Related Expectations or above (100+)

	PPG (20 pupils)	Non-PPG	All pupils
<b>Reading</b>	60%	76%	71%
<b>Writing</b>	65%	95%	85%
<b>Maths</b>	50%	76%	67%
<b>Combined</b>	45%	63%	57%

### KS1 to KS2 progress

	PPG Progress from KS1	Non-PPG Progress from KS1	All pupils - Progress from KS1
<b>Reading</b>	TBC	TBC	0.4
<b>Writing</b>	TBC	TBC	1.5
<b>Maths</b>	TBC	TBC	-0.6

### Attainment at KS2 as a result of Pupil Premium Funding

	2016	2017	2018	2019
<b>All pupils</b>	64%	66%	66%	57%
<b>PPG</b>	31%	46%	48%	45%
<b>Non-PPG</b>	74%	79%	77%	63%

<b>Difference between PPG/nonPPG</b>	43%	33%	29%	18%
<b>Difference between PPG/all pupils</b>	33%	20%	18%	12%

This shows that there is a diminishing difference trend - we have continued to close the gap further each year for the past 4 years both in comparisons between PPG/nonPPG and between PPG/all pupils.

Objective	Allocation	Impact
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	<b>£49,094</b>	<p>Year group data shows that, although the percentage of pupils achieving age appropriate expectations was lower than expected, the progress the children made from their own starting points continues to improve. The gap between the attainment &amp; progress of pupils in receipt of PPG and non-PPG pupils has continually decreased over the past 4 years. A slightly greater number of PPG pupils achieved greater depth in Reading in 2019 than in 2018</p> <p>Through lesson observation this year it was highlighted that there was a gap between the higher achievers in the lower sets and the lower achievers in the higher sets, indicating that the lower sets were not aspirational enough. As a result of this, from September 2019 the English sets have been stopped and the maths sets now have 2 upper sets to maintain high challenge and one lower set to support those pupils who need to concentrate on maths as a functional life skill.</p>
To provide specific tutoring for individuals and /or groups of children in KS2	<b>£13,104</b>	Year group data shows that, although the percentage of all pupils achieving age appropriate expectations was lower than expected, the progress the children made from their own starting points continues to improve. This was true of all children and specifically PPG children. The gap between the attainment & progress of pupils in receipt of PPG and non-PPG pupils has continually decreased over the past 4 years. A slightly greater number of PPG pupils achieved greater depth in Reading in 2019 than in 2018
To provide specific tutoring for groups of children in Reception and KS1	<b>£3,500</b>	<p>Year group data shows an increase in the percentage of pupils achieving GLD in Reception.</p> <p>Although the percentage of all pupils achieving age appropriate expectations was lower than expected, the progress the children made from their own starting points improved from the previous year. This was true of all children and specifically PPG children.</p>
To provide focused small group tuition on phonics for children who are at risk of not achieving the end of year 1 expected standard	<b>£4,972</b>	In year 1 87% of pupils passed the phonics screen which was above the national average. In year 2 98% of those who re-sat the phonics screen passed.
To enhance the curriculum support to ensure identified vulnerable pupils make progress in line with their peers	<b>£7,000</b>	<p>Attendance of vulnerable pupils has not increased and this has been highlighted as a separate objective on the 2019-2020 plan</p> <p>End of year progress data shows that most PPG children are progressing in line with their peers.</p>
To provide 1:1 reading tuition for targeted pupils in years 2-6 who need support to make progress in reading	<b>£1,800</b>	Most children showed an increase in baseline to end of intervention increase in reading age

To provide specific support for individuals through English and Maths interventions so that they are able to make progress in the subject	<b>£39,000</b>	Year group data shows progress of PPG children in English and Maths is at least in line with their peers. End of KS data shows that the gap between PPG pupil and their peers is reducing year on year. Internal and external lesson observations have shown that support staff provide high quality support, both within class and during intervention sessions.
To provide additional intervention to maximise the amount of time that children are learning in school	<b>£1,417</b>	<p>Over 60 pupils participated in early morning interventions.</p> <p>Reports from external therapists shows that children are making progress with fine motor skills and speech and language skills, which has had a positive impact on their classroom learning</p> <p>Although the speech and language intervention groups have made an impact on children’s oral language, this currently has limited success in transferring to their written work. The EEF toolkit recommends work on oral language skills which links well with OFSTED’s focus on increasing vocabulary to improve academic success. Having achieved our ECLSA Silver Award we now intend to move up to the Gold Award by developing our Word Aware strategies across the school.</p>
To provide counselling and emotional support for vulnerable pupils	<b>£5,019</b>	<p>Significant improvement in attendance for specifically identified pupils. Only one instance of a fixed term exclusion in 2018-2019. Alternatives to exclusion remain in place, ensuring that education is not missed.</p> <p>OFSTED Parent view reports that 94% of parents feel their child is well looked after in school</p> <p>In 2018-19 14 pupils were referred for and received counselling and emotional support and 9 cases were closed. Some of these were ongoing cases from the previous year; some were opened and completed during the 2018-19 academic year.</p> <p>We were concerned that it was difficult to measure the impact of our school counsellor’s intervention. In consultation with the counsellor, a form has been designed using the 8-point star principle, for children to record their feelings of wellbeing at the beginning and end of any counselling. This is at the early trial stages: however, initial feedback is positive with most children recording improvements in all areas, particularly ‘I have the skills to manage my feelings’ and ‘feeling happy’ alongside a reduction in ‘feeling upset’.</p>
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	<b>£3,740</b>	<p>Pupils who experience difficulties in academic and emotional resilience in school are able to show leadership qualities in Outdoor Education – evidenced through Star of the Week Certificates awarded for Outdoor Education.</p> <p>Very positive feedback received from pupils who attended school trips – both curriculum-based and residential trips.</p>