

Lincewood Primary School

Predicated Pupil Premium Expenditure

Academic Year 2016-2017

| | Predicted | Actual |
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| Children eligible under 'Ever6' (£1320.00) | 126,720 | 150432 |
| Children eligible under 'Looked After' or 'Adopted' (£1900.00) | 15,199 | 13300 |
| Children eligible under 'Service children' (£300.00) | 0 | 0 |
| Total PPG income | 141,919 | 163732 |
| Total spend | 142,268 | 163828 |

| Item/project | Cost | Objective/description of activity | Outcome/impact |
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| Extra teaching staff | £91,491 £95228 | To reduce ratio of children to teacher in English and Maths sets from Year 4 to Year 6, additional teachers have been employed to enable sets of no more than 20 children. | Throughout upper school children are taught English and Maths in sets of no more than 20. This has enabled more focused teaching to maximise progress and attainment. |
| Extra 1:1 LSA staff | £18,203 £29355 | To finance 1:1 support for children who are particularly vulnerable. | Children with SEN, disabilities, behavioural or social issues are able to attend school and take part in the curriculum which in turn maximises progresses and attainment. |
| 1:1 Catch up interventions (delivered by LSAs) | £7,163 £3990 | To provide 1:1 reading tuition for targeted pupils who need support in order to make progress in reading. LSA carries out Catch up reading intervention weekly with specific children. | Targeted children have made accelerated progress in reading and are working toward age related expectations. The gap between PPG children and their peers is reducing. |
| Visits from 'Hunter Outdoor Education' | £6,450 £6665 | To enable pupils to experience a broad and balanced curriculum and to learn through 'real life' experiences. Hunter provide bespoke outdoor education linked to the school's curriculum topics to enhance the children experiences and understanding. | Children were able to develop team building and 'real life' skills through outdoor education. They can utilise skills taught in the classroom through cross curricular activities – some to mastery level. |
| BEST services and support | £5,500 £5500 | The BEST partnership of 35 Basildon schools enables Headteachers and School Leaders to support one another and to work together effectively. BEST's over-arching aim is to raise standards and improve outcomes, aspirations and wellbeing for all children and young people attending BEST schools. Within that, it aspires to develop and inspire sustainable leadership across the community, and to be a "touchstone" for all the decisions made to support the following objectives: - Foster an ethos of aspiration, success, achievement and wellbeing amongst pupils, staff and the wider community - Establish the conditions for continuous | Through the sharing of skills, experiences and knowledge across schools children's learning experiences and their achievement is improved. BEP continually map the achievement of the more vulnerable children in all schools and, together with them provide ideas and support on how to reduce the gap in learning. |

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| | | <p>improvement in standards both in education and other services working together</p> <ul style="list-style-type: none"> - Share knowledge, resources and skills - Develop new directions in teaching and learning and plan succession for new leaders | |
| Counselling sessions and emotional support programmes. | <p>£4,366</p> <p>£4356</p> | To provide counselling and emotional support for vulnerable children so that they are able to move forward and take an active part in school life and education. | Vulnerable children are able to convey their fears and concerns in a safe and confidential environment. This, in turn, enables them to forget issues from home and concentrate on their learning. Teachers have also reported that those children who have had access to these programmes have become more confident, have less behaviour issues and are more active in whole class activities and discussions. |
| Dyslexia screening (Inclusion Manager) | <p>£2,860</p> <p>£2475</p> | To provide prompt assessments of pupils who appear to have Dyslexia. The Inclusion Manager has trained in dyslexia screening and carries out detailed assessments of all children who are demonstrating indicators of dyslexia. | Timely Dyslexia assessments which result in a positive outcome enables plans to be put into place to ensure that children can access their learning and thus make good progress. |
| Peripatetic music teacher | <p>£2,584</p> <p>£3544</p> | To provide specialist music teaching to children in order to enhance the school's broad and balanced curriculum. | All children, but particularly the more vulnerable and able to access a full curriculum for music and where appropriate, children with a particular interest or skill in music can be identified and encouraged. |
| Attendance monitoring (by administration staff) | <p>£2,536</p> <p>£3990</p> | To reduce the amount of absence and persistent absenteeism amongst PPG children. Attendance and lateness of all pupils is monitored on a daily basis and an in depth analysis is undertaken every half term. | The majority of children on the pupil premium register demonstrated good or improving attendance. As a consequence pupils' progress and attainment is not affected by poor attendance or lateness. |
| Other inclusion opportunities | <p>£2,000</p> <p>£2000</p> | To make specific purchases that enable vulnerable pupils to be included in all aspects of school life. This can include purchasing school uniform, access to school and holiday clubs, tickets to performances, music tuition etc. | Pupil Premium children were able to develop their interests and strengths via extracurricular activities which would otherwise have been beyond their means. |
| 1:1 Phonics interventions (delivered by experienced teachers) | <p>£1,880</p> <p>£2052</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. An experienced teacher provides small group support for targeted children. | On testing the gap between PPG children and their peers will have narrowed. |
| Intervention groups led by experienced teachers | <p>£1,672</p> <p>£1710</p> | To provide specific tutoring for groups of children so that children's understanding can be assessed and built upon in ways that ensure maximum progress is achieved. | Where children have fallen behind in specific areas, targeted group work from experienced teachers has enabled gaps to be filled and progress and attainment to be improved. |

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| Staff training | £1,600 £1600 | To provide a consistent and structured approach to behaviour management focused on the rights of all children and 'education' rather than 'punishment'. All teachers and LSAs to receive 'Step on' training. | Where behaviour is a barrier to learning, staff adopt a consistent approach to behaviour management, children learn from their mistakes and barriers are broken down, allowing for children to access their learning. |
| Maths interventions (delivered by LSAs) | £494 £171 | To provide specific support for individuals and groups on aspects of Maths so that they are able to make progress in the subject. LSAs provide focused support based on assessments. | Targeted children have made accelerated progress in Maths overall and are working towards age related expectations. The gap between PPG children and their peers is reducing. |
| SATs week breakfast club | £494 £494 | To provide vulnerable children with a good breakfast during SATs week in order than they can perform to their highest ability. | Children are invited to come into school early for breakfast prior to sitting SATs papers. This counteracts any late arrivals and ensures that vulnerable children have a suitable breakfast prior to sitting the tests. |
| Increased learning time | £411 £375 | To maximise the amount of time that children are learning in school. LSAs are employed from 8.30am to work with children on a 1:1 basis on their arrival at school. | Most children arrive in school at least 10 minutes earlier than the official start of school. This provides opportunities for planned early morning work and targeted individual or group work with the teacher or LSA. Over time this can amount to 50 minutes a week – 10 hours a term. |
| Inclusion opportunities – school trip subsidies | £243 £173 | To ensure that all children are able to access school day trips and the year 5 and 6 residential trips. Families who are not in a position to pay a contribution for school trips are subsidised by the school. | Pupil Premium children in all year groups were able to access all trips within curriculum time. Year 5 and 6 pupil premium children were able to attend the residential trips thereby accessing the curriculum and team building opportunities available. |
| Other English interventions (Delivered by LSAs) | £165 £150 | To provide specific support for individuals and groups on aspects of English so that they are able to make progress in the subject. LSAs provide focused support based on assessments. | Targeted children have made accelerated progress in English overall and are working towards age related expectations. The gap between PPG children and their peers is reducing. |