

Lingey House Primary School

Pupil Premium Grant Proposed Expenditure 2020-21- Jo Jackson

Number of pupils and Pupil Premium Grant (PPG) received for 2020-21	
Total number of pupils on roll	474 which includes 67 Nursery pupils.
Number of pupils eligible for PPG (Estimated)	123 (not EY PP)
Percentage of pupils eligible for PPG (Estimated)	30%
Amount of PPG received per pupil TBC	Ever 6 FSM 109 @ £1,345 Post LAC 10 @ £2,345 Service 4 @ £310
Total amount of PPG proposed	£171,295

Key Actions 2020-21

Targeted Support

Intervention groups led by class teachers, DHT, SENCO and TAs.
Support for all pupils – booster classes – due to COVID-19
Purchase of resources to aid teaching and learning.
Regular monitoring by the SLT of all aspects of teaching, learning and assessment.

Enriching the Curriculum

Subsidised visits/workshops and coaching in school. Free music sessions.

Additional Staffing

Using a range of staff to lead booster and targeted intervention groups to support individuals and groups and reducing class size for teaching sessions.

PPG used for:	Intended Outcome:	Actual Impact:																																																
English																																																		
Accelerated Reading	To improve confidence in reading. To improve reading age and comprehension skills.	Same day interventions/pre-teaching have a positive impact on pupil progress.																																																
Phonic and reading interventions (guided reading and targeted reading) Screening tool for early identification of Speak and Listening difficulties																																																		
Catch up Literacy	To improve reading and comprehension.	<p style="text-align: center;">End of Year Data</p> <table border="1"> <thead> <tr> <th rowspan="2">July 2021</th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Grammar</th> </tr> <tr> <th>PP</th> <th>Non-PP</th> <th>PP</th> <th>Non-PP</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Y2</td> <td>44%</td> <td>57%</td> <td>11%</td> <td>31%</td> <td></td> <td></td> </tr> <tr> <td>Y3</td> <td>67%</td> <td>57%</td> <td></td> <td></td> <td>8%</td> <td>39%</td> </tr> <tr> <td>Y4</td> <td>47%</td> <td>70%</td> <td></td> <td></td> <td>7%</td> <td>36%</td> </tr> <tr> <td>Y5</td> <td>46%</td> <td>64%</td> <td></td> <td></td> <td>27%</td> <td>29%</td> </tr> <tr> <td>Y6</td> <td>65%</td> <td>66%</td> <td>25%</td> <td>49%</td> <td></td> <td></td> </tr> </tbody> </table> <p>Years 2 and 6 data is taken from SATs papers, Years 3, 4 and 5 taken from NFER tests.</p>	July 2021	Reading		Writing		Grammar		PP	Non-PP	PP	Non-PP	PP	Non-PP	Y2	44%	57%	11%	31%			Y3	67%	57%			8%	39%	Y4	47%	70%			7%	36%	Y5	46%	64%			27%	29%	Y6	65%	66%	25%	49%		
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Handwriting Sessions	To improve handwriting and fine motor skills.																																																	
Mathematics																																																		
1 st Class @Numbers	To plug mathematical gaps in number work. This action will help pupils achieve age related expectations.	<ul style="list-style-type: none"> Children continue to be engaged with Times Table Rockstars both in school and out. Same day interventions/pre teaching of maths skills have a positive impact on pupil progress. <p style="text-align: center;">End of Year Data</p> <table border="1"> <thead> <tr> <th>July 2021</th> <th colspan="2">Maths</th> </tr> <tr> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Year 2</td> <td>11%</td> <td>43%</td> </tr> <tr> <td>Year 3</td> <td>50%</td> <td>61%</td> </tr> <tr> <td>Year 4</td> <td>33%</td> <td>63%</td> </tr> <tr> <td>Year 5</td> <td>53%</td> <td>62%</td> </tr> <tr> <td>Year 6</td> <td>45%</td> <td>51%</td> </tr> </tbody> </table> <p>Years 2 and 6 data is taken from SATs papers, Years 3, 4 and 5 taken from NFER tests.</p> <table border="1"> <thead> <tr> <th colspan="2">Y4 Multiplication Test Check</th> </tr> </thead> <tbody> <tr> <td colspan="2">53% of all pupils scored 23 marks+</td> </tr> <tr> <td colspan="2">57% of pupil premium pupils scored 23 marks+</td> </tr> </tbody> </table>	July 2021	Maths			PP	Non-PP	Year 2	11%	43%	Year 3	50%	61%	Year 4	33%	63%	Year 5	53%	62%	Year 6	45%	51%	Y4 Multiplication Test Check		53% of all pupils scored 23 marks+		57% of pupil premium pupils scored 23 marks+																						
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Times Table Challenge and preparation for year 4 tables test	To improve the rapid recall of multiplication and division facts pupils will be rewarded with different coloured button badges. To begin to prepare pupils for national tests.																																																	
White Rose Maths	To support a mastery approach to teaching and learning mathematics, and meet the high expectations of the National Curriculum. Pupil attainment to be in line with national expectations.																																																	
Classroom Secrets																																																		

All Subjects		
Marking and Feedback	To improve the quality of the feedback in pupil books to help closing the gap.	<ul style="list-style-type: none"> The marking and feedback procedures have just been reviewed. Staff now mark with a red pen and the children mark with green. TA observations happen more regularly and the DHT uses coaching methods to help improve classroom practices. Staff use on-going assessments to help them identify children/groups of children who would benefit from interventions. This may involve pre-teaching, same day intervention or planned interventions. A range of fidget toys have been purchased and distributed to all classes so that children can access these if they have been identified as needing them to help with concentration/anxiety. Kalmer Counselling sessions continue to benefit identified children across the school.
Targeted intervention work (mathematics, spelling and grammar, writing)	<p>Groups identified from tracking and pupil progress meetings.</p> <p>Pupils will be targeted both within class and withdrawn for small group work – depending on their need. This intervention will ensure that all PP children continue to make progress.</p>	
Progress of Children Tracked and progress meetings Peer Coaching/ Mentoring	<p>To ensure end of year progress in terms of APS and levels to ensure those children are on track. Staff will be informed when to change or introduce a new intervention.</p> <p>To ensure that PP pupils are receiving the appropriate provision and are being challenged.</p> <p>To improve the quality of teaching and learning especially of disadvantaged pupils.</p>	
SLT monitoring of PP Provision and book scrutiny	To ensure high quality provision for PP pupils.	
Resources	To support pupils during interventions and small group work	
Improving children's social skills/ adult interactions at lunchtime.	To improve social skills and eating habits. To promote healthy choices.	<ul style="list-style-type: none"> New routines were introduced into EYFS and Key Stage 1 at lunchtimes. These have been positive, and children are now more independent at lunchtimes. Mr Parkin continues to teach music throughout the school. After completing a survey, he teaches the areas that staff are not as confident at teaching, using his expertise.
Supporting the curriculum and educational visits Resources for starts and end of topics: That History Bloke Pippa etc	<p>To fund coaches and subsidise trips for PP pupils.</p> <p>To ensure children have more first-hand experiences that they can confidently use in other situations. To raise self-esteem and work independently.</p> <p>This activity gives opportunities of the wider world making confident children.</p>	

Supporting the opportunities in Music M and M productions	<p>To be able to rehearse and perform with confidence and raise self-esteem.</p> <p>To extend the curriculum for the children with quality music lessons.</p> <p>To allow pupils further opportunities to enhance their experiences.</p>	<ul style="list-style-type: none"> Children in EY and year1 access regular Forest School sessions to help promote resilience and independence.
Forest School	To allow pupils opportunities to work collaboratively and extend social skills in the outside environment.	
Purchase and Washing of PE kits and water bottles.	For pupils to have access to safe drinking water and clear PE kits – making all pupils equal.	
Outdoor provision	To enhance opportunities for pupils to learn outside. Develop confidence when working with others.	
Parental Involvement		
Attendance Initiatives	<p>To promote/improve attendance.</p> <p>To reward good attendance.</p>	<ul style="list-style-type: none"> Due to COVID-19 restrictions, parents cannot attend in-school events. The introduction of Facebook and SeeSaw to parents has been positive. Pupils are set homework via SeeSaw and home learning can be accessed when needed. Parents are kept up to date via the school's Facebook page, including the weekly newsletter.
Reaching and staying in touch with Hard to Reach Parents	<p>To improve relationships with parents.</p> <p>To keep parents up to date.</p>	
Learning Walks (Communication and Hospitality) Celebrations at the end of topics	To encourage parents into school to support their children	
Parent Workshops	Parents/carers to increase their own skills to be able to support their children	
Other		
Educational Equipment	To ensure a quality provision for pupils	<ul style="list-style-type: none"> Relax kids continues to have positive impact on pupil well-being. All the pupils that attend enjoy the sessions and speak positively about them.
Relax Kids	To improve pupil well being	