

Pupil Premium Strategy Statement – West Lynn Primary School – 2019/20

Context

West Lynn Primary School is a smaller than average primary school with an increasing population. Currently the school has approximately 162 children taught in seven single and mixed-age classes. The school draws children in from a wide ranging socio-economic background with the vast majority of pupils being White British but some pupils have mixed heritage & speak dual language at home.

West Lynn has 26% of pupil eligible for the Pupil Premium Grant.

West Lynn Primary has a high percentage of children who are eligible for free school meals (23%) compared to the national average (15%). The school deprivation indicator shows that there are high levels of deprivation compared to the national average.

1. Summary information

Academic Year	2019/20	Total PP budget	£63,360	Date of most recent PP Review	04/19
Total number of pupils	157	Number of pupils eligible for PP	41	Date for next internal review of this strategy	11/19

2. Current attainment

	KS1		KS2	
	PP	National (2019)	PP	National (2019 provisional)
% of children making expected attainment in reading	Exp + 55% GD 18%	Exp+ 75% GD 25%	Exp + 36% GD 9%	Exp+ 73% GD 27%
% of children making expected attainment in writing	Exp+ 55% GD 18%	Exp+ 69% GD 15%	Exp+ 64% GD 9%	Exp+ 78% GD 20%
% of children making expected attainment in maths	Exp+ 64% GD 18%	Exp+ 76% GD 22%	Exp+ 45% GD 9%	Exp+ 79% GD 26%

3. Barriers to future attainment (for pupils eligible for PP)

The teaching of phonics has not been consistent in previous years and therefore children had many gaps to close in Yr 1/2

Social deprivation has an impact on attendance / punctuality.

Some pupils have a poor reading diet which impacts on language and communication skills.

A small minority of PP children have other issues which make them vulnerable and they therefore require additional emotional support to aid their performance and happiness in school.

17% of PP pupils also have SEND. 5% of PP pupils have an EHCP.

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4. Desired outcomes

Success criteria

Attainment of core subjects, particularly reading, to be at least in line with National.	Teachers will be using new knowledge based curriculum to ensure knowledge and skills build up over time. PiXL will be used to identify gaps in learning. Dedicated time will be used to focus on key skills.
Attendance and punctuality of PP pupils will improve.	An inspiring new Knowledge Based Curriculum enhanced with exciting Cultural Capital Enrichment Opportunities will motivate pupils to want to come to school to learn. Pupil Premium attendance to improve from 94% to 96%.
Social and emotional barriers to learning will be removed enabling children to meet their potential.	All children will be screened for Thrive and identified children will have dedicated 121 Thrive support.
SEND pupils make appropriate levels of progress	SEND pupils will have pre teaching sessions / adapted work to enable them to access the lesson at a more appropriate level.

5. Planned expenditure					
Academic year		2019/2020			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
Children in KS2 to meet the required national standard.	121 tuition from experienced KS2 teachers for reading, writing, GPS and maths.	Sutton Trust - Education Endowment Foundation (EEF) research states – <i>'One to one tuition can be effective, on average accelerating learning by approximately two - five additional months' progress.</i> (+5 months)	Lesson observations and regular. Pupil Progress meetings.	Year 6 Teacher	£5,000 (6 x Yr 6 PP children = £833 per child)

<p>Attainment of core subjects, particularly reading, to be at least in line with National.</p>	<ul style="list-style-type: none"> • Live marking (feedback). • New English Curriculum based on Power of Reading. • Destination Reader. • Read, Write Inc. • Neli • Mastery Maths. • PiXL 	<p>Sutton Trust - Education Endowment Foundation (EEF):</p> <p><i>“Feedback studies tend to show very high effects on learning.” (+8 months)</i></p> <p><i>“On average, reading comprehension approaches deliver an additional six months’ progress.” (+6 months)</i></p> <p><i>“Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress.” (+4 months)</i></p> <p><i>“There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months’ progress.” (+7 months)</i></p> <p><i>“On average, individualised instruction has a positive effect on learners” (+3 months)</i></p>	<p>Lesson observations learning walks, book looks and data analysis. English leader to listen to children read. Pupil Progress meetings.</p>	<p>SLT</p>	<p>£600 supply</p> <p>£4000 RWInc Yr 1 = 1 pupil Yr 2 = 6 pupils</p> <p>£3450 MNP Yr 1 = 1 pupil Yr 2 = 6 pupils Yr 3 = 11 pupils Yr 4 = 10 pupils Yr 5 = 7 pupils Yr 6 = 6 pupils</p> <p>£2675 PiXL Yr 1 = 1 pupil Yr 2 = 6 pupils Yr 3 = 11 pupils Yr 4 = 10 pupils Yr 5 = 7 pupils Yr 6 = 6 pupils</p> <p>Total £10725 (41 PP children = £261.58 per child)</p>
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Children will enjoy reading, they will have a greater understanding of how to answer comprehension questions and reading scores will improve.	Accelerated Reader Destination Reader.	Sutton Trust - Education Endowment Foundation (EEF) research states ' <i>On average, reading comprehension approaches improve learning by an additional five months' progress</i> ' (+6 months)	Monitoring of testing and scoring on Accelerated Reader. English Leader to listen to children read. Pupil questionnaires.	English Subject Lead	£1668 Yr 3 = 11 pupils Yr 4 = 10 pupils Yr 5 = 7 pupils Yr 6 = 6 pupils (34 PP children = £49 per child)
Social and emotional barriers to learning will be removed enabling children to meet their potential.	Jigsaw PHSE scheme.	Sutton Trust - Education Endowment Foundation (EEF) research states: <i>"On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment."</i> (+4 months)	PHSE lead to monitor.	Class teachers Thrive practitioner	£2955 Yr 1 = 1 pupil Yr 2 = 6 pupils Yr 3 = 11 pupils Yr 4 = 10 pupils Yr 5 = 7 pupils Yr 6 = 6 pupils (41 PP children = £72 per child)
Attendance and punctuality of pupils will improve.	Subject Leaders monitor implementation of New Knowledge based curriculum, and new English Curriculum	A stimulating and motivating curriculum will inspire pupils to want to come to school.	Subject leaders and SLT will monitor curriculum implementation. SLT will monitor attendance.	SLT	Subject leader release time: 18 days x £100 £1800
Total budgeted cost					£22 148

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
Children to be emotionally ready for learning.	121 sessions in Thrive to address social and emotional issues.	Sutton Trust - Education Endowment Foundation (EEF) research states – <i>'Social and emotional interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).'</i> (+4 months)	All children will be screened for Thrive. Progress of identified children will be monitored by the Thrive practitioner and SENCO.	Thrive practitioner and SENCO	£1400 Yr 1 = 1 pupil Yr 2 = 6 pupils Yr 3 = 11 pupils Yr 4 = 10 pupils Yr 5 = 7 pupils Yr 6 = 6 pupils (41 PP children = £35 per child)
To ensure all PP children who did not pass the Y1 phonics are successful in the Y2 retakes.	Read Write Inc Provide extra TA support in phonics.	Sutton Trust - Education Endowment Foundation (EEF) research states - <i>'Small group teaching can sometimes be more effective than either one to one or paired tuition.'</i> (+4 months)	Half-termly monitoring of phonics test data. Monitoring of the intervention to ensure quality first teaching. Pupil Progress meetings	English Subject Lead and SENCO	£1,000 Yr 2 = 3 pupils (3 PP children = £333 per child)
Y6 children to have targeted support to close gaps in English and Maths.	Pixl. Weekly small group sessions with HLTA pre teaching.	Sutton Trust - Education Endowment Foundation (EEF) research states - <i>'Small group teaching can sometimes be more effective than either one to one or paired tuition.'</i> (+4 months)	Regular pupil progress meetings with the SLT. Regular meetings with the Pixl mentor.	Assistant Head Teacher	£2,000 (6 x Yr 6 PP children = £333 per child)

To diminish the difference between attainment of PP and All children.	Small group and 121 TA support to implement intervention. Pre teaching and gap analysis from PiXL to be used.	Sutton Trust - Education Endowment Foundation (EEF) research states <i>'One to one tuition can be effective, on average accelerating learning by approximately two - five additional months' progress.</i> (+5 months)	Regular pupil progress meetings with the SLT.	Assistant Head Teacher & Head Teacher	£24,000 Yr 1 = 1 pupil Yr 2 = 6 pupils Yr 3 = 11 pupils Yr 4 = 10 pupils Yr 5 = 7 pupils Yr 6 = 6 pupils (41 PP children = £731.70 per child)
To close the gap between the SEND PP pupils and all pupils	For SEND 1:1 TAs to be trained in strategies to support their pupils and adapt the curriculum so that it is accessible for their pupils.	Sutton Trust - Education Endowment Foundation (EEF) research states: "On average, individualised instruction has a positive effect on learners" (+3 months)	Class teachers to monitor and annotate IEPs.	SENDCo.	£5000 Yr 3 = 2 pupils Yr 4 = 2 pupils Yr 6 = 3 pupils (7 PP children = £714.70 per child)
Total budgeted cost					£33,400
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?

To improve attendance of PP pupils.	Funding after school clubs, trips and residential.	Sutton Trust - Education Endowment Foundation (EEF) research states <i>'Evidence indicates that attending extra-curricular activities has a positive impact on attendance at school, behaviour and relationships with peers.'</i> (+2 months)	Termly monitoring of PP children's attendance at extra-curricular clubs.	PE leader and SENCO.	£5,000 Yr 1 = 1 pupil Yr 2 = 6 pupils Yr 3 = 11 pupils Yr 4 = 10 pupils Yr 5 = 7 pupils Yr 6 = 6 pupils
For children in Yr 4 to have the experience of learning to play a musical instrument.	Weekly <i>'Widening Opportunity'</i> sessions provided by Norfolk Music Service.	Sutton Trust - Education Endowment Foundation (EEF) research states - <i>'the impact of arts participation on academic learning appears to be positive...Improved outcomes have been identified in English, mathematics and science learning.'</i> (+2 months)	Pupil questionnaires. Music Subject leader will monitor the quality of provision.	Assistant Head Teacher	£1,400 (10 x Yr 4 PP children = £140 per child)
Total budgeted cost					£6,400

Additional Information:

We will keep a contingency of £1,412 for any new Pupil Premium joiners throughout the year.

6. Review of expenditure

Previous Academic Year

2018/2019

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact and lessons learned: Did you meet the success criteria? Will you continue with this approach?	Cost
Children in KS2 to meet the required national standard.	121 tuition from experienced KS2 teachers	<p>Although the attainment of children was lower in KS2 in 2019, the progress scores were in the average range. (Re = -1.2, Wri = 0.7 Ma = -1.1). Attainment of pupils with no SEND was inline or above National: Re 76% Wr 100% Ma 76% Progress of children will lower prior attainment at KS1 was strong: Re = 3.4, Wr = 5 Ma = 1.2). The number of PP pupils (across the school) working at Expected+ levels increased from Sept 18 to July 19: Writing - Exp 49% to 63% Gtr D 6% to 11%</p> <p>Maths - Exp 57% to 61% Gtr D 6% to 16%</p> <p>Reading - Exp 45% to 54% Gtr D 16% to 13%</p>	£10,000 (13 PP children = £769 per child)

For children to have the experience of learning to play a musical instrument.	Weekly 'Widening Opportunity' sessions provided by Norfolk Music Service.	Music in Yr 4 – ukulele lessons. Children performed in a concert at Kings Lynn Corn exchange. This resulted in the development of a number of skills eg increased confidence, collaborative skills, learning about the organisation of a theatre etc. This has improved their motivation and wider experience of life.	£1,400 (5 PP children = £280 per child) Termly
Children will enjoy reading, they will have a greater understanding of how to answer comprehension questions and reading scores will improve.	Accelerated Reader	The number of PP pupils working at Expected has increased from 45% in September 2018 to 54% in July 2019. Over an 8 month period pupils reading ages have increased 8 months and their scaled scores have increased by 73 points.	£3,000 (30 PP children = £100 per child)
ii. Targeted support			
Desired outcome	Chosen action / approach	Estimated impact and lessons learned: Did you meet the success criteria? Will you will continue with this approach?	Cost
Children to be emotionally ready for learning.	121 sessions in Thrive to address social and emotional issues.	Thrive progress measures and lesson observations demonstrate that this is having the desired impact with the children that are able to access. We will continue to offer our children Thrive as there is a continued need.	£5,000 (47 PP children = £106 per child)

<p>To ensure all PP children who did not pass the Y1 phonics are successful in the Y2 retakes.</p>	<p>Provide extra TA support in phonics.</p>	<p>In total, 4 PP pupils did not pass the test in Yr 1. For all pupils: 75% passed the re-test For PP pupils: 75% passed the re-test One PP pupil has SEND</p>	<p>£1,000 (4 PP children = £250per child)</p>
<p>Y6 children to have targeted support to close gaps in English and Maths.</p>	<p>Pixl. Weekly small group sessions with HLTA.</p>	<p>Individual pupils made the progress they were capable of.</p>	<p>£3,000 (13 PP children = £230 per child)</p>
<p>To diminish the difference between PP and All children.</p>	<p>Small group and 121 TA support to implement intervention, 'Power of 2' for maths and 'Toe by Toe' for reading and support small group support in class.</p>	<p>In EYFS, 100% of PP pupils achieved their GLD. 100% of PP pupils accessing NELI achieved Expected+ in reading, writing, L&A, understanding and Speaking. One pupil achieved exceeding in the majority of these areas. In Yr 1 Phonics, gap diminishing: 2017 difference = 20% 2019 difference = 8% KS1 From 2017, the gap is diminishing in writing (48% to 25% difference) and maths (14% to 13%) The gap is diminishing at Gtr Depth - there is a rising trend of PP pupils achieving Gtr Depth (0% in 2017 to 18% in 2019 in re, wr and ma). The Gap at Combined is also diminishing: Exp - 28% gap in 2017 to 15% Gap in 2019 GD – 11% gap in 2017 to 5% gap in 2019</p>	<p>£30,000 (47 PP children = £638 per child)</p>

		KS2 Comb Exp – gap diminishing. 2017 difference = 11% 2019 difference = 4% Exp maths 2017 difference = 17% 2019 difference = 11% Gtr D maths Exp maths 2017 difference = 11% 2019 difference = 1%	
iii. Other approaches			
Desired outcome	Chosen action / approach	Estimated impact and lessons learned: Did you meet the success criteria? Will you will continue with this approach?	Cost
To ensure all children have access to enrichment activities.	Funding after school clubs, trips and residential.	Approximately a third of pupils who attend clubs are PP pupils. 10 PP pupils went to see a pantomime at the Corn Exchange at Christmas. A magical experience!	£3,000 (47 PP children = £64 per child)