



Pupil Premium Report 2018-2019

Principles of Pupil Premium at Lynch Hill School Primary Academy:

- To ensure that provision is made available for pupils belonging to vulnerable groups
- Meeting the needs of socially disadvantaged pupils
- Recognising that not all pupils receiving Free School Meals will be socially disadvantaged and that not all pupils who are disadvantaged are registered as Free School Meals

Main internal and external barriers:

- Vulnerable families and pupils with considerable emotional and social needs
- Persistence Absentee levels of a targeted few
- Delayed language and vocabulary skills
- School readiness (low academic baselines on entry, socially and emotionally ready)

Desired outcomes to diminish the difference between Pupil Premium funded pupils and 'Other' pupils

- PP attainment tracking and monitoring is robust and used to inform subsequent provision
- Continue to support families and pupils' social, emotional and health needs through Inclusion Team
- Continue to support pupils and families who are new to English/ no previous schooling
- Pupils and families with low attendance/ high Persistence Absentee levels are supported and challenged
- PP pupils make good or better progress to catch up to their peers
- More Able PP pupils 'on track' to exceed Expected Standard
- Increase vocabulary, reading and phonics achievement in EYFS & KS1.
- Improve school readiness and pupils' enjoyment through providing before and after school clubs

Our Priorities at LHSPA for 2018-19 are:

Target (1): Improve performance of targeted groups - particularly the progress and attainment of our disadvantaged pupils and DP/SEN and for late joiners (those entering LHS in Y5 or 6)

Target (2): Improve writing outcomes for all year groups (see individual year group targets for % to be 'at' and % to be 'exceeding' age expectations)- taking on-board research and feedback from Ed psychologist and work with PiXL

Target (3): To successfully implement mastery for maths in all year groups and for all pupils

Target (4): Develop the action research project on extending pupils' use of vocabulary to support writing and reading and continue to improve pupils' skills in writing, especially in grammar, punctuation and spelling, to support extended pieces.

Target (5): To improve progress for pupils through targeted therapies and provision offered by PiXL and IPMs

PUPIL PREMIUM GRANT AND EXPENDITURE 2018/19 for LHSPA		
School Roll	from Nursery to Y6 - 926 pupils	
Students eligible for Pupil Premium	from EYFS to Y6 as of Spring 2018 census: 233	
Pupil Premium Grant per student	£300 service child (x 1 pupil)	£300
	£2300 LAC (x 14 pupils)	£32,200
	£1320 (x 118 pupils) Ever 6	£155,760
Total Pupil Premium Grant 2018/19		£188,260

We will achieve our targets by:

- Providing smaller group teaching and 1:1 support in English and Maths
- Supporting children in developing their emotional resilience
- Increasing the wider opportunities that Disadvantaged children receive to enable them to fully participate in all aspects of school life.
- Reviewing, evaluation and monitoring all groups and interventions carefully across the whole year
- Leaders at all levels, including governors, continuing to pursue excellence and drive improvement, through the rigorous implementation of the school development plan, underpinned by a robust cycle of monitoring and evaluation.

What we expect to see:

- Targeted additional support strategies which result in every pupil, however financially disadvantaged, being able to have full access to our curriculum and all our extra-curricular experiences.
- All pupils in the target group who are currently underperforming receiving additional support to ensure improved progress and higher standards for these children, leading to the narrowing/diminishing of any attainment gaps.

Plan for Expenditure for 2018/19

Intervention Targets & Key Provision	Specific Activities	Success Measures	Evaluation
<p>1. To offer focused support to develop reading and writing skills to effectively meet the needs of specific pupils in all year groups.</p> <p><i>(Links to LHSPA Priority Target 1 & 2)</i></p>	<ul style="list-style-type: none"> • Reading Support • Comprehension Support • Writing Composition Groups • Additional teacher in each year group to ensure smaller groups for English • Committed approach to using PiXL therapies and resources to fill gaps in learning • Targeted teaching to improve vocabulary and understanding of language • Support for reading fluency 	<p>90% of Disadvantaged pupils to have made their challenge targets in English</p> <p>End of KS2 DP data for 2019 to be consistently above national DP and to close the gap between LHS DP and LHS other and national other</p> <p>Close the gap between LHS DP and national DP for KS1 and EYFS</p>	
<p>2. To provide quality daily interventions for targeted pupils in Y1 and, where appropriate, Y2 in order to enable them to meet the phonics screening test threshold standard</p> <p><i>(Links to LHSPA Priority Target 1)</i></p>	<ul style="list-style-type: none"> • Follow up phonics Development package from RWI to continue to review and improve phonics teaching across the school • Additional staffing to enable more phonics groups each day in KS1 & EYFS • Cover for Phonics lead to be released from class to support Y1 and EYFS 	<p>An upward trend in the % of Disadvantaged pupils in Y1 achieving the required threshold score in the phonics screening test.</p> <p>Targeting at least 80% this academic year</p>	
<p>3. To provide targeted booster support for pupils in upper KS2 and, where appropriate, in Y2 so that they meet their target in end of key stage tests and assessment</p>	<ul style="list-style-type: none"> • Booster group from February for all pupils in Y6 in reading, grammar and maths and Easter School first week of Easter holidays • Booster group from February for 'Expected' and 'Exceeding' targeted pupils in reading and maths • Booster group before/after school for Targeted Y5 pupils 	<p>Accelerated progress for targeted pupils</p> <p>DP data for 2019 to be consistently above national DP and to close the gap between LHS DP and LHS other and national other</p> <p>More DP to achieve the 'Exceeding' standard</p>	

<p><i>(Links to LHSPA Priority Target 1,2,3,4 & 5)</i></p>	<ul style="list-style-type: none"> Committed approach to using PiXL therapies and resources to fill gaps in learning Targeted teaching to improve vocabulary and understanding of language 		
<p>4. To offer targeted intervention support to increase the development of maths mastery skills, so that pupils can access age-expected materials and make at least expected progress during the academic year.</p> <p><i>(Links to LHSPA Priority Target 1 & 3)</i></p>	<ul style="list-style-type: none"> Mastery training for all staff First Class at Number Maths Support Groups Additional teacher in each year group to ensure smaller groups for Maths Targeted DP intervention and Booster Focused teaching of key maths skills and the securing of times tables in KS2 Committed approach to using PiXL therapies and resources to fill gaps in learning 	<p>At least 90% of Disadvantaged pupils will have met their 'challenge' targets in Maths</p> <p>A closing of the gap between DP and LHS other and national other in maths in KS1 and KS2 results for 2019</p>	
<p>5. To support and challenge the most able disadvantaged pupils so that each year group attains above age related expectations for their targeted pupils</p> <p><i>(Links to LHSPA Priority Target 1)</i></p>	<ul style="list-style-type: none"> More able and Most able enrichment challenges More careful tracking and targeting of more able pupils Greater focus on data from EYFS to end of KS1 Use of greater depth PiXL therapies 	<p>At least 20% of disadvantaged pupils to end the academic year exceeding the age expected standard</p>	
<p>6. To support targeted Disadvantaged pupils with SEN within lessons and through specific intervention to make accelerated progress so that the gap between DP SEN and other SEN closes</p>	<ul style="list-style-type: none"> More careful tracking and targeting of these pupils Training & effective use of Provision Map Writer for all staff Effective implementation of Individual Provision Maps 	<p>At least 90% of Disadvantaged SEN pupils will have met their 'challenge' targets</p> <p>A closing of the gap between DP SEN and LHS other SEN for 2019</p>	

<i>(Links to LHSPA Priority Target 1)</i>			
<p>7. To support the development of Speech and communication through specialist Speech & Language and EAL teams.</p> <p><i>(Links to LHSPA Priority Target 1 & 5)</i></p>	<ul style="list-style-type: none"> • Speech Links Screening and Assessment programme delivered by a trained staff member • Language Development programs • Targeted support for language development in EYFS and Y1 • Speech Production Interventions 	<p>Increased pupil confidence Improved academic outcomes in EYFS & KS1</p>	
<p>8. To support the emotional development of pupils by providing therapeutic services and counselling</p> <p><i>(Links to LHSPA Priority Target 1 & 5)</i></p>	<ul style="list-style-type: none"> • Art Therapist • Drama Therapist • Play Therapist • Counsellor 	<p>Pupils able to access the curriculum and make progress in core areas</p>	
<p>9. To develop the emotional support of pupils by providing mentorship and social skills programmes and to improve their enjoyment of school.</p> <p><i>(Links to LHSPA Priority Target 1 & 5)</i></p>	<ul style="list-style-type: none"> • Mentor Groups • Circle of Friends • Part funding for trips, clubs and activities 	<p>Pupils able to access the curriculum and make progress in core areas</p>	
<p>10. To empower parents to be able to support their pupils so they achieve their academic standards: Attendance support, Parent Support and Community Development.</p> <p><i>(Links to LHSPA Priority Target 1 & 5)</i></p>	<ul style="list-style-type: none"> • Attendance Support Team • 1:1 Family Support • Family Links • Community Language Courses • Information sessions for reading, phonics, maths to enable parents to understand what their child is learning and support 	<p>Accelerated progress as a result of two pronged approach to supporting learning Reduction in persistent absenteeism of targeted pupils Improvement in attendance figures for targeted pupils when compared to last year</p>	

Total Expenditure for 2018/19: £188,260