

Linton Primary School Pupil Premium Strategy Statement 2020-2021

<p>Total number of pupils on role (including nursery): 277 - April 2020</p> <p>Total number of pupils eligible for Pupil Premium Grant: 84 - January 2020</p> <p>Total amount of funding per child: £1320 FSM, £2345 Adopted/looked after, £310 service</p> <p>Date of most recent Pupil Premium Review: June 2019</p>	<p>Total amount of funding: £116,660</p>
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	Pupils eligible for PP (school)		All pupils (national)	
	% Expected Progress KS1 – KS2	Results 2021 % secure	% Expected Progress KS1 – KS2	Results 2021 % secure
EYFS GLD				
Y1 Phonics				
Y2 Reading				
Y2 Writing				
Y2 Maths				
Y2 Reading, Writing and Maths				
Y6 Reading				
Y6 Writing				
Y6 EGPS				
Y6 in maths				
Y6 in reading, writing and maths				

Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Working below age related expectations in English and Maths.
B.	Poor oral language skills; vocabulary and correct use of grammar.
C.	Low levels of cultural capital.
External barriers	
D.	Poor home learning particularly during lockdown.

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<b>E.</b>	Low attendance.	
<b>Desired outcomes (and how they will be measured)</b>		<b>Success criteria</b>
<b>A.</b>	Accelerate PP pupil progress, measured in average steps progress for each year group for Reading, Writing, EGaPS and Maths and comparing PP to Non PP.	PP pupils make at least expected progress. The gap between PP and Non PP pupils is closing.
<b>B.</b>	All children are engaged in home learning activities which can be evidenced in homework books and through Mathletics participation statistics as a comparison between PP and Non PP.	All PP pupils complete homework including mathletics.
<b>C.</b>	Poverty Proofing - All children wear school uniform, take part in enrichment activities and have access to quality texts. Data collected from admin linked to attendance on trips and spending at book fair.	All vulnerable pupils have the same clothing as other pupils and participate in educational visits and enrichment activities. PP children buy new books at the book fair.

**Planned expenditure**

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**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Accelerate pupil progress.	Continuing to teach and assess using Maths No Problem.	The MNP Primary Series was assessed by the DfE's expert panel, which judged that it met the core criteria for a high-quality textbook to support teaching for mastery.	Regular moderation of journals. Short lesson observations.	S Marks	Ongoing. Track progress on Itrack termly.
Accelerate pupil progress. Enable home learning.	Use Mathletics to support learning. Extra time given to PP pupils to access internet at lunchtime (when possible). Awards given in assemblies.	Mathletics matches maths curriculum and can be accessed at home. Children who use mathletics regularly increase confidence and fluency. Children have immediate feedback and teachers can monitor results and set activities.	Monitor usage in classes. Pupil interviews.	K Clowes	Ongoing. Track progress on Itrack termly.

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Accelerate pupil progress.	Use Talk for writing pedagogy. Focus on one genre within each half term.	Where schools have a systematic approach to implementing Talk for Writing, results have been outstanding. For example, at <a href="#">St George's Primary</a> , Battersea, where around 67% of pupils are on free school meals, following the introduction of Talk for Writing, the school rose from dire results to achieving 96% –100% level 4 in all tested areas.	Regular moderation of Writing. Short lesson observations.	M Dytham	Ongoing. Track progress on Itrack termly.
<b>Total budgeted cost</b>					£3,000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Accelerate pupil progress.	Immediate short intervention for mathematics and English. Training given to TAs within school and on courses where available.	According to EEF small group tuition has moderate impact for a moderate cost with a benefit of up to four months. Impact is best when those delivering are trained and understand what they are doing.	Drop in on interventions. Pupil interviews. Set clear success criteria for each intervention with measureable data where ever possible.	S Marks	Assessment data will be collected each half term.
Accelerate pupil progress.	In class maths and English support for pupils at risk of under achieving.	Research which focuses on TAs who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. (EEF)	Regular moderation of journals and workbooks. Short lesson observations. Whole school CPD opportunities.	C Hollis	Ongoing. Track progress on Itrack termly.
Accelerate pupil progress.	Specialist support teaching assistant for pupils with social, emotional and behavioural difficulties to withdraw children for positive play.	There is statistically supported evidence that positive behaviour change occurs in children who have participated specifically in the Positive Play-Support Intervention.	Drop ins on sessions. Progress measured through Boxall profiles. Improvements seen in class by teacher in terms of social skills, well-being and behaviour.	K Walker-Insley	Boxall Profiles used to review each term.
<b>Total budgeted cost</b>					£105,872

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 implementation?
Poverty Proofing. Increase Cultural capital.	Provide parents/ carers with £50 budget per child (in F/T education) to be spent on educational visits/ enrichment activities/ school uniform/ PE kit. Plus £30 per pupil for book fairs. Support attendance at breakfast club.	The Children’s Commission on <a href="#">Poverty: Cost of the School Day Inquiry</a> says that 70% of parents have struggled with the cost of school. We aim to reduce the stigma attached to poverty and to reduce absence around trips.	Monitor spending. Ensure all children have school uniform. Withdraw pupils from classes to spend money at the beginning of each book fair.	S Marks	Termly
	Senior Leadership Time to monitor and review spending and progress. Support for staff when progress is limited.		Reports to Governors - Spend status, progress data over time comparing PP and NPP.	S Marks	Termly
<b>Total budgeted cost</b>					£7,800