



Pupil Premium Report 2017-2018

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

Our Priorities at LHSPA for 2017-18 are:

Target (1): The Standard of attainment for all groups of pupils in every year group will be at least in line with national averages and the % of disadvantaged pupils making more than expected progress from one key stage to the next will be at least in line with national averages. At least 75% of disadvantaged pupils in each year group will end the year at the 'expected' standard with 20% 'exceeding' these age related expectations in reading, writing and maths

Target (2): To embed the quality of teaching and learning in phonics so that pupils make good or better progress and the gap between disadvantaged pupils and other pupils achieving the required threshold score in the phonics screening test in Y1, closes both nationally and within LHS

Target (3): To further develop writing skills, with a clear focus on end of key stage criteria, so that the attainment gap closes between writing when compared to reading

Target (4): To demonstrate a committed whole-school approach to SMSC and pupil well-being so that pupils feel safe to learn and that positive mental health is recognised as integral to raised academic performance

Target (5): To improve progress for Disadvantaged pupils with SEN so that their attainment & progress at least matches those of other SEN pupils

PUPIL PREMIUM GRANT AND EXPENDITURE 2017/18	
Lynch Hill School Primary Academy	
School Roll	960 from Nursery to Y6
Students eligible for Pupil Premium	157 from Reception to Y6
Pupil Premium Grant per student	£300 (service child) £1320 (Ever 6) & £1900 (LAC)
Total Pupil Premium Grant 2017/18	£212,020
Total Pupil Premium Grant Available	£212,020

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 of any attainment gaps.

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.</p> <p><i>(Links to LHSPA Priority Target 1 & 3)</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 	<p>90% of Disadvantaged pupils to have made their challenge targets in English</p> <p>PP data for 2018 to be consistently above national PP and to close the gap between LHS PP and LHS other and national other</p>	<p>Reading Targets met in Y2 and Y6 for PP</p> <p>Writing Targets met in Y2 and Y6 for PP</p> <p>With regards to progress across the year in reading, PP in Y2 & 6 made better progress than non PP</p> <p>With regards to progress across the year in writing, PP in Y1, 2, 4 & 6 made better progress than non PP</p> <p>When considering future cohorts reaching end of KS2, our school tracking shows that outcomes need to be better for PP pupils leaving Y4 in reading and Y3 & Y5 in reading and writing</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 2)</i></p>	<ul style="list-style-type: none"> • Phonics Development package from RWI to review and improve phonics teaching across the school • Additional staffing to enable more phonics groups each day • Cover for Phonics lead to be released from class to support Y1 	<p>An upward trend in the % of Disadvantaged pupils in Y1 achieving the required threshold score in the phonics screening test. Targeting at least 80% this academic year</p>	<p>2018 Phonics screening test shows that 88% of pupils met the threshold. PP is such a small group that they cannot be considered as a group</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 	<p>Accelerated progress for targeted pupils</p> <p>PP data for 2018 to be consistently above national PP and to close the gap between LHS PP and LHS other and national other</p>	<p>Y2 PP made better progress than non-PP in both reading and writing</p> <p>End of KS2 data at LHSPA shows that:</p> <ul style="list-style-type: none"> • 77% of non PP pupils reached the expected

<p><i>(Links to LHSPA Priority Target 1,3,5)</i></p>	<p>'Expected' and 'Exceeding' targeted pupils in reading and maths</p> <ul style="list-style-type: none"> • Booster group before/after school for Targeted Y5 pupils 	<p>More PP to achieve the 'Exceeding' standard</p>	<p>standard in reading compared to 73% of PP</p> <ul style="list-style-type: none"> • 83% of non PP pupils reached the expected standard in maths compared to 87% of PP • 84% of non PP pupils reached the expected standard in writing compared to 83% of PP <p>National for 2018: Reading: 75% Maths: 76% Writing: 78%</p> <p>Value added progress for Reading and maths combined for FSM6 2018 was +2.1 compared to +1.2 for those not FSM6 at LHS (This was significantly above national other and national for FSM6 which was +0.3)</p>
<p>4. To offer targeted intervention support to increase the development of maths 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, 5)</i></p>	<ul style="list-style-type: none"> • First Class at Number • Maths Support Groups • Additional teacher in each year group to ensure smaller groups for Maths • Targeted PP intervention and Booster • Focused teaching of key maths skills and the securing of times tables in KS2 	<p>At least 90% of Disadvantaged pupils will have met their 'challenge' targets in Maths</p> <p>A closing of the gap between PP and LHS other and national other in maths in KS1 and KS2 results for 2018</p>	<p>End of KS2: 83% of non PP pupils reached the expected standard in maths compared to 87% of PP</p> <p>In maths, 39% of all non PP pupils achieved a higher scaled score compared to 43% of PP</p> <p>End of KS1: 77% of non PP reached the expected standard in maths compared to 65% of PP</p> <p>In maths, 23% of non PP ended Y2 above age expectations, compared to 9% of PP</p>
<p>5. To support and challenge the most able disadvantaged pupils so that at least 20% attain above age related expectations</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 	<p>20% of disadvantaged pupils to end the academic year exceeding the age expected standard</p>	<p>End of KS2 data shows:</p> <p>In reading, 34% of non PP achieved a higher scaled score Compared to 30% of PP</p> <p>In maths, 39% of non PP achieved a higher scaled score compared to 43% of PP</p> <p>In writing, 35% of non PP achieved a higher scaled score compared to 27% of PP</p> <p>Overall 17% of FSM6 achieved the higher scaled score in reading, writing and maths combined compared to 12% of non FSM6 nationally. 25% of non PP at LHS achieved this standard</p>

			<p>End of KS1 data shows:</p> <p>In maths, 23% of non PP ended Y2 above age expectations, compared to 9% of PP In reading, 25% of non PP ended Y2 above age expectations compared to 4% of PP</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 PP SEN and other SEN closes</p> <p><i>(Links to LHSPA Priority Target 1, 5)</i></p>	<ul style="list-style-type: none"> • More careful tracking and targeting of these pupils 	<p>At least 90% of Disadvantaged SEN pupils will have met their 'challenge' targets</p> <p>A closing of the gap between PP SEN and LHS other SEN for 2017</p>	<p>Number of PP/SEN meeting the challenge targets Maths - 14/ 27 or Reading - 15/ 27 Writing - 18/27</p> <p>Average points progress across 2017/18 PP and SEN v Non PP and SEN</p> <p>Maths - 2.60 v 2.91 Reading - 2.67 v 2.88 Writing - 2.98 v 3.04</p> <p>PP/SEN must remain a target group for careful tracking, monitoring and intervention for 2018/19 as they remain a very vulnerable group</p>
<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 & 4)</i></p>	<ul style="list-style-type: none"> • SALT Programs • Language Development programs 	<p>Increased pupil confidence</p>	<p>Speech and language support in small groups and 1:1 throughout the academic year. Focus on EYFS and 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 & 4)</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>During 2017/18, 8/14 pupils who received Educational Psychologist assessment and support were PP. School ensured that the recommendations made were followed and intervention programmes initiated</p> <p>Overall 25 further PP pupils had access to therapy sessions on a weekly basis in the form of art, drama or play therapy Bereavement counselling was offered to 2 further pupils</p>
<p>9. To develop the emotional support of pupils by providing mentorship and social skills programmes.</p> <p><i>(Links to LHSPA Priority Target 1 & 4)</i></p>	<ul style="list-style-type: none"> • Mentor Groups • Circle of Friends • Part funding for trips and activities 	<p>Pupils able to access the curriculum and make progress in core areas</p>	<p>School gave 5 funded places for Y3/4 Kingswood trip to PP pupils</p> <p>Sports mentorship and ELSA have run throughout the year ELSA club run during the summer term and well attended</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 1,4)</i></p>	<ul style="list-style-type: none"> • Attendance Support • 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</p>	<p>Attendance figures for PP took a small dip for 2017/18 94.8%. Three PP pupils accounted for this dip but there were complex needs, including medical needs. All pupils with attendance below 92% are supported and rigorously tracked.</p> <p>Regular family support from the inclusion officer and Inclusion team has impacted positively on PP families. Over 25 families supplied with uniform during the last academic year.</p> <p>Information sessions for parents are growing in popularity</p>
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