



# Pupil Premium Report 2015-2016

## 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 are:

**Target (1):** By July 2016, all teaching will be judged as 100% good and 50% outstanding.

**Target (2):** 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

**Target (3):** To ensure more able are more effectively challenged so that greater numbers can achieve higher end of year attainment

**Target (4):** Leaders at all levels, including governors, continue to pursue excellence and drive improvement, through the rigorous implementation of the school improvement plan underpinned by a robust cycle of monitoring and evaluation.

**Target (5):** To continue to create an environment where pupils and staff feel safe, valued and respected so that learning is optimised

<b>PUPIL PREMIUM GRANT AND EXPENDITURE 2015/16</b>	
<b>Lynch Hill School Primary Academy</b>	
<b>School Roll</b>	
<b>Students eligible for Pupil Premium</b>	<b>173</b>
<b>Pupil Premium Grant per student</b>	<b>£1320</b>
<b>Total Pupil Premium Grant 2015/16</b>	<b>£228360</b>
<b>Total Pupil Premium Grant Available</b>	<b>£228360</b>

## 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

## 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	Specific Activities	Success Measures	Evaluation
<p><b>1. To offer support to increase English reading, writing, speaking and listening.</b></p>	<ul style="list-style-type: none"> <li>Phonics Groups</li> <li>Reading Support</li> <li>Comprehension Support</li> <li>Writing Composition Groups</li> <li>Additional teacher in each year group to ensure smaller groups for English</li> </ul>	<p>90% of Disadvantaged pupils to have made their challenge targets in English</p> <p>DP data for 2016 to be consistently above national DP and to close the gap between LHS DP and LHS other and national other</p> <p>An upward trend in the % of Disadvantaged pupils in Y1 achieving the required threshold score in the phonics screening test</p>	<p>91% of Y6 DP met their challenge target in reading and 93% in Y5. This needs to continue to be a focus area for year groups in 2016/17</p> <p>79% of Disadvantaged pupils achieved 100+ in the end of KS2 tests in reading and 86% of non DP</p> <p>79% of Disadvantaged pupils achieved 100+ in SPAG and 86% of non DP. A gap of only 7% is pleasing These compare to national figures for pupils overall standing at 66% for reading and 72% for SPAG</p> <p>Y1 phonics data for 2016 shows that 11 of 16 disadvantaged pupils achieved the required score</p> <p>With regards to Y2 pupils re-taking the screening test, 5 out of 5 achieved the required score so 100% of our disadvantaged pupils enter KS2 as phonics ready in September 2016 with 95% of the whole cohort being at this standard</p>
<p><b>2. To provide targeted booster support for pupils in upper KS2 and Y2</b></p>	<ul style="list-style-type: none"> <li>Booster group from February for all pupils in Y6 in reading, grammar and maths and Easter School first week of Easter holidays</li> <li>Booster group from February for L3 and L2 equivalent targeted pupils in reading and maths</li> <li>Booster group for Targeted Y4/5 pupils for Summer term</li> </ul>	<p>Accelerated progress for targeted pupils</p> <p>DP data for 2016 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 higher levels</p>	<p>79% of Disadvantaged pupils achieved 100+ in the end of KS2 tests in reading and 86% of non DP</p> <p>79% of Disadvantaged pupils achieved 100+ in SPAG and 86% of non DP. A gap of only 7% is pleasing</p> <p>79% of Disadvantaged pupils achieved 100+ in maths and 84% of non DP. A gap of only 5% is very pleasing indeed.</p> <p>These figures above compare to national figures for pupils overall standing at 66% for reading 72% for SPAG</p>

			and 70% for maths, therefore LHS pupils have outperformed those in other schools
<b>3. To offer support to increase the development of maths skills, so that pupils can access age-expected materials.</b>	<ul style="list-style-type: none"> <li>• First Class at Number</li> <li>• Maths Support Groups</li> <li>• Additional teacher in each year group to ensure smaller groups for Maths</li> <li>• Targeted DP intervention and Booster</li> </ul>	<p>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 2016</p>	<p>91% of Y6 Disadvantaged Pupils met their challenge target in maths. This was not the case for the other year groups and must remain a focus for 2016/17</p> <p>79% of Disadvantaged pupils achieved 100+ in maths and 84% of non DP. A gap of only 5% is very pleasing indeed. The % of pupils nationally achieving 100+ stands at 70% so our Disadvantaged Pupils have achieved very well.</p>
<b>4. To support and challenge the most able disadvantaged pupils</b>	<ul style="list-style-type: none"> <li>• DWS for target pupils in Y4&amp;5</li> <li>• G&amp;T challenges</li> <li>• More careful tracking and targeting of more able pupils</li> <li>• Greater focus on data from EYFS to end of KS1</li> </ul>	Targeted pupils to be supported 'exceed' the expected standard for their end of key stage	24% of Disadvantaged pupils achieved a scaled score of over 110 in the end of KS2 Reading test We still need to strive towards more of our DP achieving 110+. This will continue to be a focus area for the year ahead.
<b>5. To support the development of fine motor skills, to enable pupils to work with greater independence and accuracy.</b>	<ul style="list-style-type: none"> <li>• Handwriting</li> <li>• Jump Ahead</li> <li>• 1:1 programs</li> </ul>	Increased pupil confidence in writing and staff recognising increased independence	Limited success. This is a whole school priority area for the new academic year 2016/17
<b>6. To support the development of Speech and communication through specialist Speech &amp; Language and EAL teams.</b>	<ul style="list-style-type: none"> <li>• SALT Programs</li> <li>• Language Development programs</li> </ul>	Increased pupil confidence	Over the course of the year disadvantaged pupils have accessed SALT and or EAL support. The breakdown is as follows: In KS2 – 38 pupils In KS1& EYFS – 19 pupils Academic progress was made
<b>7. To support the emotional development of pupils by providing therapeutic services and counselling</b>	<ul style="list-style-type: none"> <li>• Art Therapist</li> <li>• Drama Therapist</li> <li>• Play Therapist</li> <li>• Counsellor</li> </ul>	Pupils able to access the curriculum and make progress in core areas	<p><b>SEBDOS support</b> 1 DP pupil had school based intervention from a mentor for 20 minutes per week for approx. 4 weeks. 6 DP pupils had family support workers visiting their homes fortnightly working with parents and visiting the pupils in school.</p> <p><b>Therapy Support</b> 8 DP pupils had Drama Therapy.</p>

			6 DP pupils had counselling Psychology support Academic progress was made.
<b>8. To develop the emotional support of pupils by providing mentorship and social skills programmes.</b>	<ul style="list-style-type: none"> <li>• Mentor Groups</li> <li>• Circle of Friends</li> <li>• Part funding for trips and activities</li> </ul>	Pupils able to access the curriculum and make progress in core areas	<p>Over the course of the year x pupils have received sports mentoring The breakdown is as follows: In upper KS2 - 11 pupils In lower KS2 -13 pupils In KS1- 10 pupils</p> <p>Academic progress was made with these pupils</p>
<b>9. To empower parents to be able to support their pupils so they achieve their academic standards: Attendance support, Parent Support and Community Development.</b>	<ul style="list-style-type: none"> <li>• Attendance Support</li> <li>• 1:1 Family Support</li> <li>• Family Links</li> <li>• Community Language Courses</li> <li>• Information sessions for reading, phonics, maths to enable parents to understand what their child is learning and support</li> </ul>	Accelerated progress as a result of two pronged approach to supporting learning	<p>Pupil Premium Attendance for 2015 – 2016 stands at 94.3%</p> <p>All attendance – 96.2%</p> <p>25.6% of the families on the PP list were supported by the inclusion officer</p> <p>54% of DP pupils have above 95% attendance. This continues to be a target for the inclusion team.</p> <p>Attendance team monitored the attendance of DP pupils and held meetings with families to offer support and to improve attendance.</p> <p>Team offered help to parents through providing food bank vouchers and uniform. This enabled parents to focus on getting children to school and lessened the worry on the family.</p> <p>Courses for English and phonics were held to support parents with helping their children at home.</p> <p>Inclusion officer did some Individual Family Links work with 2 families</p> <p>1:1 family support is proving hugely beneficial and impacting most positively on attendance. Children who attend school regularly make progress.</p>

Key Achievements:

(To be added after release of Raiseonline 2016)