

# Pupil premium strategy statement

1. Summary information					
School	Lincoln Carlton Academy				
Academic Year	2017_2018	Total PP budget	£45,840	Date of most recent PP Review	
Total number of pupils	300	Number of pupils eligible for PP	35 (FSM) 4 Post LAC	Date for next internal review of this strategy	

1. Current attainment (End of previous academic year)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>KS2 % achieving expected standard or above in reading, writing and maths</b>	%	%
<b>KS2 % achieving expected standard or above in reading</b>	%	%
<b>KS2 % achieving expected standard or above in writing</b>	%	%
<b>KS2 % achieving expected standard or above in maths</b>	%	%
<b>KS1 % achieving expected standard or above in reading</b>	50%	78%
<b>KS1 % achieving expected standard or above in writing</b>	40%	70%
<b>KS1 % achieving expected standard or above in maths</b>	50%	77%
<b>Year 1 % achieving expected standard in phonics</b>	100% 66% Post LAC	83%
<b>EYFS % achieving GLD in</b>	44%	72%
<b>Attendance of pupils eligible for PP</b>	94.16%	96.6%

## 2. Barriers to future attainment (for pupils eligible for PP, including high ability)

<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Children lacking self-esteem and self-confidence. Children displaying poor resilience and low independence (Feedback from class teachers: 58% of Disadvantaged children)	
<b>B.</b>	Pupil premium children working below age related expectations and not making more than expected progress to close the gaps in learning (particularly in writing and maths)	
<b>C.</b>	Pupil premium children also identified as having Special Educational Needs (41%, 14 children)	
<b>D.</b>	Poor fine motor skills (Feedback from teachers: 38%)	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>E.</b>	Low attendance (65% of disadvantaged children with attendance below 96%, 13% also persistent absentees with attendance under 90%)	
<b>F.</b>	Low parental engagement and poor family support (Feedback from class teachers: 50% of disadvantaged children's parents have low parental engagement with school or in supporting children's learning, e.g. regular reading at home).	
<b>3. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Specific Success criteria / benchmarks</i>
<b>A.</b>	The social and emotional behaviour and well-being of PP children improves. <i>Measured through observations (focused, learning walks), Use of Progression Framework (Autism Education Trust), pupil progress, use of 5 point scale</i>	Children's self-esteem and self-confidence will increase. Teachers will observe an improved attitude in children's Growth Mindset to approach tasks with resilience and positivity allowing them to access the curriculum and learning more readily. Children will be observed showing increased confidence to be independent, better able to problem solve and able to extend their own learning. Children able to identify and celebrate their own achievements. There is an improvement in the Progression Framework (AET) for children receiving input from Wellbeing team.
<b>B.</b>	Pupil premium children make expected or better progress than their peers in reading, writing (including spelling) and maths from their starting points. <i>Measured through data tracking, supported by work scrutiny</i>	Data tracking will identify gaps and where specific support is needed (after each assessment point). PP children's progress discussion at pupil progress meetings Children will be more focused, display readiness for learning, able to listen, concentrate and engage with their learning.
<b>C.</b>	Children on SEND register will meet their personal end of year targets in reading, writing and maths.	SENDCo to identify appropriate end of year target for SEND children which reflects their personal progress levels. Pupils are given targeted intervention to address SEND needs and progress is reviewed termly. Support/guidance/training/intervention access from specialist outside agencies such as Educational Psychologist, Specialist teacher, LCAP training etc
<b>D.</b>	Children's progress in writing will improve (clear handwriting will allow accurate assessments to be made on children's writing skills)	Progress in EYFS Physical Development to be tracked for PP children (sent by EYFS lead to PP Champion). Fine motor and gross motor needs to be identified in EYFS to put early intervention in place. Children will have fine motor skills that support them in producing clear letter and number formation. Children will use a comfortable (pincer) pencil grip and be able to apply adequate pressure to produce clear letters and numbers in their work by end of Y1.
<b>E.</b>	The attendance of Pupil Premium children will rapidly improve to be closer in line with national attendance of all other children.	Increased % of PP children whose attendance is above 96% A decrease in PP children who are persistent absentees. A decrease in PP children registering as 'Late' (arriving after 9.10am)

<b>F.</b>	Parents will have greater engagement with children's learning in order that PP children's progress will increase.	Parents will have increased confidence and understanding of the children's learning and end of year expectations for current year group. % of PP parents attending parents evening to improve. A commitment to attend Family learning workshops by PP parents/carers. % of PP parents attending school events (SHARE, assemblies, Inspire)
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#### 4. Planned expenditure

<b>Academic year</b>	<b>2017-2018</b>
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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>
<p><b>A.</b> The social and emotional behaviour and well-being of PP children improves. <i>Measured through observations (focused, learning walks), Use of Progression Framework (Autism Education Trust), pupil progress, use of 5 point scale</i></p>	<ul style="list-style-type: none"> <li>• Involvement of Well-being team (Family support worker, pastoral care, bereavement, SENDCo, behaviour support, Needs Bright)</li> <li>• Wider use of 5 point scale to support children in managing their emotions and behaviour.</li> <li>• Growth mindset provision</li> <li>• Review of behaviour system (to better support children with emotional and behaviour needs).</li> <li>• Use of Progression Framework (AET)</li> <li>• Peer-tutoring (reading buddies, shared reading)</li> <li>• Building self-esteem through sports (use of Sports coach)/ arts/outdoor learning</li> </ul>	<p>To build relationships with parents to gain greater understanding of family needs and gain increased trust between school and home (working with social workers, involvement in TAC meetings, Young Carers).</p> <p>To provide capacity for 1:1 and small groups for key individuals who have emotional and behaviour difficulties accessing the curriculum. This in turn will support all children.</p> <p>Gaining greater understanding and consistent use of 5 point scale throughout school will allow smooth transition through school and for all children to gain greater emotional intelligence (of themselves and others).</p> <p>Use of Progression Framework (AET) to track progress for some SEND children.</p> <p>To support children's emotional</p>	<p>Shared practice and clear vision across school (5 point scale, behaviour policy and strategies).</p> <p>Pupil progress meetings</p> <p>Nurture provision maps to be reviewed termly (minimum)</p> <p>Monthly pastoral meetings</p> <p>PP champion to monitor and review provision and identify future action (including focused learning walks termly)</p> <p>PP to attend year group PPA once a half term.</p> <p>SENDCo to monitor SEND children's progress on a termly basis via review meetings.</p> <p>Identification of specific children who would benefit most from sports, art, outdoor learning opportunities (PP champion to identify in discussion with class teachers, liaise with M. Rose)</p>	<p>SENDCo (Ruth Clark) (Wellbeing Team)</p>	<p><b>February 2018</b> <b>June 2018</b></p>

		needs (rather than through rewards and sanctions) in order to be inclusive of all children, including those who have experienced trauma and attachment difficulties.			
<b>Total budgeted cost</b>					£11,930
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice? <i>Why are we doing this?</i></b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>B.</b> Pupil premium children make expected or better progress than their peers in reading, writing (including spelling) and maths from their starting points. <i>Measured through data tracking, supported by work scrutiny</i>	<ul style="list-style-type: none"> <li>PP pupil's progress is monitored and tracked after each assessment checkpoint (English and Maths leads, PP champion)</li> <li>PP pupil's progress is discussed in pupil progress meetings (SLT), actions agreed.</li> <li>Transition meetings with previous class teachers will identify gaps in learning in order that support can be in place for September.</li> <li>Learning walks</li> <li>Book scrutiny</li> <li><b>1:1 tutoring via homework club</b></li> </ul>	<p>To identify gaps in learning and give specific support, using AFL strategies and Key Characteristics Assessment Grids.</p> <p>To identify any additional barriers for learning which need addressing (provision map)</p> <p>To look for evidence of quality first teaching, use of appropriate and specific learning objectives, progression of learning.</p> <p>To identify any specific staff training needs where there are shared gaps across school/year groups.</p> <p>To gain clearer understanding of what is causing gaps in progress and identifying barriers to learning.</p>	<p>Pupil progress meetings are held termly.</p> <p>Learning walks and book scrutiny termly (including by PP champion)</p> <p>Discussion of data at pupil progress meetings</p> <p>Maths and English leaders to identify any specific staff training needs where there are shared gaps.</p> <p>Homework leader to be clear of children's current areas for development and barriers to learning from class teacher.</p>	<p>English lead (Emma Eden) Maths lead (Emily Burford)</p> <p>Ruth c Clark (Pupil Premium Champion)</p>	<b>February 2018 June 2018</b>
<b>C.</b> Children on SEND register will meet their personal end of year targets in reading, writing and maths.	<ul style="list-style-type: none"> <li>SENDCo to ensure there is targeted support on provision map for children who are SEND and PP.</li> <li>SENDCo to coordinate support from outside agencies and appropriate staff training.</li> </ul>	To ensure children with SEND who are working below age related expectation are making progress and meeting milestones that are appropriate for them (targets set at baseline are	<p>Pupil progress meetings are held termly.</p> <p>Discussion of data at pupil progress meetings SEN targets reviewed and set in termly SEN review</p>	SENDCo (Ruth Clark)	<b>After each Assessment checkpoint (3x yearly)</b>

	<ul style="list-style-type: none"> <li>• PP pupil's progress is monitored and tracked after each assessment checkpoint (PP champion)</li> <li>• PP pupil's progress is discussed in pupil progress meetings (SLT), actions agreed.</li> <li>• Transition meetings with previous class teachers will identify gaps in learning in order that support can be in place for September.</li> <li>• Learning walks</li> <li>• Book scrutiny</li> </ul>	aspirational but realistic based on prior progress)			
<b>D.</b> Children's progress in writing will improve (clear handwriting will allow accurate assessments to be made on children's writing skills)	<ul style="list-style-type: none"> <li>• Early identification of fine motor difficulties identified (EYFS data) in order to address needs early.</li> <li>• Teacher awareness to be raised.</li> <li>• Handwriting needs addressed through book scrutiny (SLT, English lead)</li> <li>• SENDCo to advise teachers as to techniques and resources.</li> </ul>	To put in place early intervention for children with fine motor difficulties. <i>(We know that some children in school are being held back in their writing progress due to handwriting difficulties).</i>	Feedback from book scrutiny Fine motor assessments on EYFS data to be shared with SLT and PP champion Parent workshops on handwriting (opportunities at SHARE in EYFS).	EYFS lead (Rachel White) English lead (Emma Eden)	<b>February 2018 June 2018</b>
<b>E.</b> The attendance of Pupil Premium children will rapidly improve to be closer in line with national attendance of all other children.	<ul style="list-style-type: none"> <li>• Attendance tracked and monitored weekly (whole school by Hteacher) – follow up conversations with parents.</li> <li>• Attendance tracked and monitored monthly (PP children by PP champion) – concerns raised with class teachers' to identify reasons for lower attendance.</li> <li>• Family support worker to track and monitor attendance (whole school). Procedure of actions followed when children's attendance falls below 96%, 90%</li> <li>• Attendance discussed in pupil progress meetings.</li> </ul>	Increased attendance will ensure children are having consistent education.	Pupil progress meetings are held termly.	Headteacher  Ruth c Clark (Pupil Premium Champion)	<b>February 2018 June 2018</b>
Parents will have greater engagement with children's learning in	Open door opportunities focused on learning (SHARE, Parents evening, Family learning workshops)	To provide parents with opportunities to have greater engagement with children's	Programme of workshop sessions with clear, shared purpose. Opportunities for feedback from		<b>April 2018</b>

<p>order that PP children's progress will increase.</p>		<p>learning.</p> <p>To increase parents confidence and understanding of the children's learning and end of year expectations for current year group.</p> <p>To raise attainment of children.</p> <p>To improve fine motor skills (pre-writing skills)</p> <p>To build positive relationships between school and 'hard to reach' parents.</p>	<p>parents</p> <p>Visit schools where family workshops are proving successful.</p>		
<b>Total budgeted cost</b>					£33,910

5. Review of expenditure				
Previous Academic Year		2016_2017		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Attainment gap to close and a higher proportion of Pupil Premium pupils to make expected or better than expected progress.	<p><b><u>Education support</u></b> <i>the funding will be used to ensure that children have interventions from fully qualified teaching and teaching assistant staff.</i></p> <p>Curriculum enhancements – including subsidising class trips</p> <p>PP pupil's progress monitored and tracked after each assessment checkpoint (English and Maths leads, PP champion)</p> <p>PP pupil's progress is discussed in pupil progress meetings (SLT), actions agreed.</p>	<p><b>Early Years Foundation Stage:</b> <b>9 disadvantaged children</b> <i>5 of these children are summer born, 1 has an EHCP, 2 have SEND, 1 is a post LAC.</i></p> <p>At Baseline in EYFS 100% of PP children were working below or significantly below age related. At the end of July 44% of PP children achieved a good level of development and are beginning Y1 at age related.</p> <p><b>Year 1:</b> <b>5 disadvantaged children</b> <i>3 of these children are post LAC, two of which are SEND with 1 having an EHCP, 2 children were identified as being disadvantaged during Y1. 60% of these children were identified as working significantly below at the start of EYFS.</i></p> <p>At the end of Year 1 60% of PP children were working in line with age related expectation (ARE) in <b>reading</b>. 80% of PP children passed the <b>Y1 phonic screening</b> 60% of PP children were working in line with age related expectation (ARE) in <b>writing</b>. 40% of PP children were working in line with age related expectation (ARE) in <b>maths</b>.</p> <p><b>Year 2</b> <b>11 disadvantaged children</b> <i>4 of these children are SEND, 3 have joined the school in the last 2 years, 1 is EAL.</i></p> <p>50% of PP children were working in line with age related expectation (ARE) in <b>reading</b> at the end of KS1.</p>	<p>Improve communication/dialogue with teachers on PP's pupils' barriers to learning.</p> <p>Continue tracking of children's progress through book scrutiny, data analysis.</p> <p>Continue to discuss progress of PP children in pupil progress meetings.</p> <p>SENDCo to identify appropriate levels of progress for SEND children to ensure personal targets are met.</p> <p>Well-being team established to support children with social and emotional needs. Whole school approach to developing children's Growth Mindset</p>	£29,832

		<p>40% of PP children were working in line with age related expectation (ARE) in <b>writing</b> at the end of KS1.</p> <p><b>Significantly more disadvantaged children who were working at emerging at the end of FS achieved greater depth than those nationally in writing.</b></p> <p>50% of PP children were working in line with age related expectation (ARE) in <b>maths</b> at the end of KS1.</p> <p><b>100% of PP children who achieved expected at ELG went on to achieve the expected level by the end of KS1 in reading, writing and maths.</b></p> <p><b>Year 3</b>  <b>10 disadvantaged children</b>  <i>6 of these children are SEND, 2 have EHCP 1 of which has joined the school in the last year.</i></p> <p>In maths at the end of EYFS 38% of the children who are not mobile and do not have SEND met GLD. At the end of Y3 75% of these children were working at ARE.</p> <p>In reading 100% of non mobile and non SEN children were ARE at the end of Y3.</p> <p>In writing 75% of non mobile and non SEN children were ARE at the end of Y3.</p> <p>All PP SEND children have met their personal progress targets with 2 exceeding targets.</p> <p><i>In Y1, Y2 and Y3 children who are not SEN, not mobile but are disadvantaged are doing well.</i></p>		
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**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improve attendance	<p>Attendance tracked and monitored weekly (whole school by Hteacher) – follow up conversations with parents.</p> <p>Attendance tracked and monitored</p>	<p>Attendance has improved but remains an area of concern with attendance of 93.54% for FSM children and 95.76% for Ever 6.</p> <p>4 disadvantaged children (13%) are persistent absentees.</p> <p>Considerable improvements have been seen for some persistent absentee families where direct action has been taken with Early Help Assessments.</p>	<p>Relationships built by Family Support Worker and HT with hard to reach families have allowed school to support families and increase attendance of possible persistent absentees.</p> <p>Regular tracking and monitoring of attendance has raised whole school awareness and action to promote improved attendance.</p> <p>Monthly pastoral/attendance meeting between family support</p>	£3,125



	<p>monthly (PP children by PP champion) – concerns raised with class teachers' to identify reasons for lower attendance.</p> <p>Family support worker to track and monitor attendance (whole school). Procedure of actions followed when children's attendance falls below 96%, 90%</p> <p>Attendance discussed in pupil progress meetings.</p>		worker, HT and Senco to continue.	
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Increase parental support and involvement.	<p><i>Parents in school</i></p> <p><i>Family support worker to target working with pupil premium and disadvantaged families</i></p>	<p>Attendance at both parents evenings during the year was 100% by all parents.</p> <p>Opportunities for parents to come into the classroom and attend school events during the school day encourage an open door ethos and build relationships between staff and parents (SHARE, coffee mornings, Special assemblies, Inspire events, family picnic).</p> <p>Parent workshops (Phonics, Life in Y1, KS1 SATS, New Parents led by teachers) support parents to learn about year group expectations and are well attended.</p> <p>Family Support worker has worked directly with 43% of parents of disadvantaged children where additional support has been needed. In some cases this has involved leading families through TAC meetings and</p>	<p>Continue high expectation of attendance at parents evening by all parents.</p> <p>Continue opportunities and events for parents to be involved in in-school learning.</p> <p>Parent-hub used school wide to improve communication with parents in central place.</p> <p>Timetable of parent workshops throughout year.</p> <p>Monthly pastoral/attendance meeting between family support worker, HT and Senco to continue.</p> <p>Family support worker to be part of well-being team with SENDCo to target support for children and parents.</p>	£9,375

		working with Social Services.		
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#### 6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.