



Everyone is equal, everyone is different
and everyone is welcome

LINTHORPE COMMUNITY PRIMARY SCHOOL

Pupil Premium Monitoring Report 2019-20

Pupil Premium Lead: Neil Wilkinson

At Linthorpe Community Primary School we believe strongly in high achievement for all. We recognise findings from research such as that produced by the Sutton Trust and Transforming Tees Strand 1 and use their principles to guide us in identifying the barriers faced by socially disadvantaged children and the most cost effective strategies to overcome these.

Diminishing the difference between disadvantaged pupils and their peers is a non-negotiable commitment all staff make at LCPS, through quality first teaching and high expectations. Nevertheless, in reference to Transforming Tees, some children need more than others in order to achieve, we therefore adopt a model of equity in the provision we offer (see 7 key drivers PP Policy 2017). Research from the Sutton Trust identifies that strong teaching is more impactful for disadvantaged pupils than non-disadvantaged and we therefore ensure that teachers at LCPS are highly trained and skilled and also strategically directed and timetabled in order to have the maximum impact on all pupils, but particularly on those with disadvantage.

Our ultimate aim of social mobility for the disadvantaged pupils in our care is prioritised through our curriculum. We recognise that knowledge is power and the explicit teaching of vocabulary, wider curriculum content and skills and pupils' exposure to cultural capital are all key to their future success.

While we recognise that not all pupils who receive PP funding will be disadvantaged, the funding is exceptionally important in ensuring we can help those who do face barriers to learning, overcome these successfully. We do reserve the right to allocate the PP funding to support any pupil or group of pupils the school has legitimately identified as being socially disadvantaged. At least 70% of any group however, will be made up of PP children.

School leaders carefully track PP children as a vulnerable group and direct appropriate provision; provision is reviewed termly and each academic year, to ensure funding is spent strategically and most cost effective strategies are in place. Some aspects of provision are difficult to assign an exact cost, although the report does try to detail the input (cost) versus the output (impact), on those pupils who have been eligible for FSM at some point in their school career.

This report monitors the amount of children accessing additional provision through PP spend and analyses the impact. The potential barriers faced by our PP pupils are as follows:

- Poor attendance and punctuality
- Low expectations of pupil achievement in parents and carers
- Language deficit in the home environment
- Difficulty in completing homework due to lack of support, resources and space
- Adverse effect of peer group influences and prevalent negative attitudes in neighbourhood
- Poor mental and emotional health
- Limited life experiences
- Lack of independence, motivation and resilience in learning
- Gaps in key areas of learning

Number of pupils and pupil premium (PP) funding received

Total number on roll (R-Y6)	621
Total number of pupils eligible for PP <ul style="list-style-type: none"> • PP and Ever 6 • Service Children • LAC 	232 +16 post LAC 0 15
Amount of PP received per pupil <ul style="list-style-type: none"> • PP and Ever 6 • Service Children • LAC 	£1,320 £300 £2,300 (post LAC) £1,000 (£1,300 balance retained by LA)
Allocated PP	£343,040

We therefore break down the PP spend into the following categories:

- Curriculum and Professional Learning
- Social and Emotional Support
- Enrichment Activities

We also receive EYFS PP funding, which is strategically directed towards school readiness (see EYFS PP report).

Percentage of pupils eligible for PP in each year group

Reception	31%
Year 1	29%
Year 2	33%
Year 3	26%
Year 4	30%
Year 5	31%
Year 6	23%

Nature of support and spending for 2019-20

Curriculum and Professional Learning £252,440

Input (Resource and cost)	Desired Outcome	Impact/Evaluation																																																												
<p>Overcoming the language deficit:</p> <ul style="list-style-type: none"> • Reading+ 5100 • RWI Phonics £315 • Books £5000 • Accelerated Reader IPADS, charging trolley, licencing and software £6500 • £1898 • Reading Books to match phonic scheme £2000 • Proportion of English Lead salary £12577 	<p>PP children reach national non PP standards in Reading, Writing and Phonics</p>	<p>Due to the COVID pandemic Year 1 pupils did not complete the PSC in June 2020. They completed this in Autumn 2020 as Year 2 children.</p> <table border="1"> <thead> <tr> <th colspan="3">Y2 PSC Autumn 2020</th> </tr> <tr> <th></th> <th>School</th> <th>National (2019)</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>89</td> <td>85</td> </tr> <tr> <td>Non-PP</td> <td>90</td> <td>85</td> </tr> </tbody> </table> <p>PP pupils perform above NN.</p> <p>Due to COVID pandemic there was no statutory data for 2020. Autumn data shows:</p> <table border="1"> <thead> <tr> <th colspan="3">KS2 Writing Autumn 2019</th> </tr> <tr> <th></th> <th>School</th> <th>National (2019)</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>77</td> <td>67</td> </tr> <tr> <td>Non-PP</td> <td>95</td> <td>83</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="3">KS2 Writing Autumn 2020</th> </tr> <tr> <th></th> <th>School</th> <th>National (2019)</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>73</td> <td>67</td> </tr> <tr> <td>Non-PP</td> <td>71</td> <td>83</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="3">KS2 Reading Autumn 2019</th> </tr> <tr> <th></th> <th>School</th> <th>National (2019)</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>70</td> <td>64</td> </tr> <tr> <td>Non-PP</td> <td>88</td> <td>80</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="3">KS2 Reading Autumn 2020</th> </tr> <tr> <th></th> <th>School</th> <th>National (2019)</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>57</td> <td>64</td> </tr> <tr> <td>Non-PP</td> <td>75</td> <td>80</td> </tr> </tbody> </table> <p>PP pupils were outperforming PP children nationally prior to COVID pandemic in both reading and writing, with no significant gap to national non-PP. This remains the case in Writing. In Reading, there is no significant gap between LCPS PP and national PP.</p>	Y2 PSC Autumn 2020				School	National (2019)	PP	89	85	Non-PP	90	85	KS2 Writing Autumn 2019				School	National (2019)	PP	77	67	Non-PP	95	83	KS2 Writing Autumn 2020				School	National (2019)	PP	73	67	Non-PP	71	83	KS2 Reading Autumn 2019				School	National (2019)	PP	70	64	Non-PP	88	80	KS2 Reading Autumn 2020				School	National (2019)	PP	57	64	Non-PP	75	80
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<ul style="list-style-type: none"> Supporting with homework Proportion Maths Lead salary £4,200 SATs revision guides for all Y6 pupils to support home learning £1000 	<p>Maths attainment at KS2 EXS at least in line with NN</p> <p>Maths progress score for PP at least in line with NN</p>	<p>Due to COVID pandemic there was no statutory data for 2020. Autumn data shows:</p> <table border="1" data-bbox="1034 338 1458 510"> <thead> <tr> <th colspan="3">KS2 Maths Autumn 2019</th> </tr> <tr> <th></th> <th>School</th> <th>National 2019</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>67</td> <td>64</td> </tr> <tr> <td>Non-PP</td> <td>71</td> <td>81</td> </tr> </tbody> </table> <table border="1" data-bbox="1034 546 1458 719"> <thead> <tr> <th colspan="3">KS2 Maths Autumn 2020</th> </tr> <tr> <th></th> <th>School</th> <th>National 2019</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>57</td> <td>64</td> </tr> <tr> <td>Non-PP</td> <td>65</td> <td>81</td> </tr> </tbody> </table> <p>PP pupils were outperforming PP children nationally prior to COVID pandemic. Current data shows there is still no significant gap.</p> <p>There is a gap between LCPS PP children and national non-PP.</p>	KS2 Maths Autumn 2019				School	National 2019	PP	67	64	Non-PP	71	81	KS2 Maths Autumn 2020				School	National 2019	PP	57	64	Non-PP	65	81												
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<p>Narrowing gaps in key areas of learning</p> <p>Lexia £3460</p> <p>Edukey £815</p> <p>Reading+ £5100 (Already attributed to overcoming language deficit)</p> <p>Read, Write, Inc. Spelling programme materials £5325</p>	<p>All PP children accessing appropriate resources and tailored learning programmes in order to achieve their potential in key skills of reading, writing and maths.</p> <p>Reading and SPaG outcomes are at least in line with NN at KS2</p>	<p>Due to COVID pandemic there was no statutory data for 2020. Autumn data shows:</p> <table border="1" data-bbox="1034 1189 1458 1361"> <thead> <tr> <th colspan="3">KS2 SPAG Autumn 2019</th> </tr> <tr> <th></th> <th>School</th> <th>National 2019</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>82</td> <td>82</td> </tr> <tr> <td>Non-PP</td> <td>95</td> <td>82</td> </tr> </tbody> </table> <p>PP pupils were performing in line with non-PP children nationally prior to COVID pandemic.</p> <table border="1" data-bbox="1034 1541 1458 1713"> <thead> <tr> <th colspan="3">KS2 Reading Autumn 2019</th> </tr> <tr> <th></th> <th>School</th> <th>National (2019)</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>70</td> <td>64</td> </tr> <tr> <td>Non-PP</td> <td>88</td> <td>80</td> </tr> </tbody> </table> <table border="1" data-bbox="1034 1749 1458 1921"> <thead> <tr> <th colspan="3">KS2 Reading Autumn 2020</th> </tr> <tr> <th></th> <th>School</th> <th>National (2019)</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>57</td> <td>64</td> </tr> <tr> <td>Non-PP</td> <td>75</td> <td>80</td> </tr> </tbody> </table> <p>PP pupils were outperforming PP children nationally prior to COVID</p>	KS2 SPAG Autumn 2019				School	National 2019	PP	82	82	Non-PP	95	82	KS2 Reading Autumn 2019				School	National (2019)	PP	70	64	Non-PP	88	80	KS2 Reading Autumn 2020				School	National (2019)	PP	57	64	Non-PP	75	80
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		<p>pandemic in reading with no significant gap to national non-PP children.</p> <p>Currently, there is no significant gap between LCPS PP and national PP.</p>																								
<ul style="list-style-type: none"> Ensuring awareness of PP children as a vulnerable group and sharing vision of high achievement for all. Phase Leaders release time to monitor standards, conduct pupil progress meetings and hold teachers to account for progress and attainment of pupil premium pupils against their mini action plans. Phase leaders 2 hrs per week each £15000 	<p>Leaders at all levels are able to hold themselves and their teams to account for performance of PP children as a discrete group. PP children achieve as well as non PP children nationally.</p>	<p>Where ISGs have emerged for specific cohorts PLs have developed rigorous action plans and continue to monitor impact of provision. As a result, there is no consistent trend of under achievement by PP children in any subject across school (Autumn End 2020-21 data.)</p>																								
<p>Providing memorable life experiences and enriching the curriculum Proportion of Curriculum Budget Year group curric budgets 7 x £500 = £3500</p> <p>Residential Outdoor Educational visit subsidy – N/A did not run due to covid School Visits subsidy– broken down into year groups N/A did not run due to covid</p>	<p>Children have a range of enriching 1st hand experiences to support their learning and language development. Writing standards show no gap between PP children and nationally non PP.</p>	<p>Due to COVID pandemic there was no statutory data for 2020. Autumn data shows:</p> <table border="1" data-bbox="1034 1093 1458 1263"> <thead> <tr> <th colspan="3">KS2 Writing Autumn 2019</th> </tr> <tr> <th></th> <th>School</th> <th>National (2019)</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>77</td> <td>67</td> </tr> <tr> <td>Non-PP</td> <td>95</td> <td>83</td> </tr> </tbody> </table> <table border="1" data-bbox="1034 1299 1458 1469"> <thead> <tr> <th colspan="3">KS2 Writing Autumn 2020</th> </tr> <tr> <th></th> <th>School</th> <th>National (2019)</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>73</td> <td>67</td> </tr> <tr> <td>Non-PP</td> <td>71</td> <td>83</td> </tr> </tbody> </table> <p>PP pupils outperforming PP children nationally prior to COVID pandemic and currently, with no significant gap to national non-PP.</p> <p>This remains the case.</p> <p>Autumn 2019 extended writing books and curriculum essay questions show evidence of a wide range of genre with pupils engaged by their wider curriculum lessons. Pupils demonstrated a deeper understanding of topics through their curriculum essay responses.</p>	KS2 Writing Autumn 2019				School	National (2019)	PP	77	67	Non-PP	95	83	KS2 Writing Autumn 2020				School	National (2019)	PP	73	67	Non-PP	71	83
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<p>Promoting independence, resilience and motivation Staffing (including leadership and TAs) PP Lead proportion of salary £13200 Phase leaders included above Team Teaching £151922</p> <p>Conferencing cover £20628</p>	<p>All pupil premium children can access a more personalised learning programme and focused wave one teaching in order to achieve their potential. Outcomes at KS2 show no gap between PP and NN in terms of progress from their starting points.</p>	<p>Autumn 2020 data analysis shows PP children are making the same progress as non-PP children in Reading, Writing and Maths.</p>
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Nature of support and spending for 2019-20

Social, emotional and behavioural barriers £90,600

Input (Resource and cost)	Desired Outcome	Current Output (Impact)																					
<p>Improving attendance EWO £8400 Proportion of PSA £10000 Rewards and incentives £1200</p>	<p>Attendance of PP pupils is in line with non PP pupils and at least in line with PP pupils nationally. Target – 96%</p>	<table border="1" data-bbox="986 376 1385 707"> <tr> <td colspan="3" data-bbox="986 376 1385 483">ISG for attendance September – March 23rd 2019 due to COVID pandemic.</td> </tr> <tr> <td data-bbox="986 483 1123 517">Y1</td> <td data-bbox="1123 483 1203 517">95.0</td> <td data-bbox="1203 483 1385 517">(-1.7)</td> </tr> <tr> <td data-bbox="986 517 1123 551">Y2</td> <td data-bbox="1123 517 1203 551">95.8</td> <td data-bbox="1203 517 1385 551">(-1.1)</td> </tr> <tr> <td data-bbox="986 551 1123 584">Y3</td> <td data-bbox="1123 551 1203 584">96.4</td> <td data-bbox="1203 551 1385 584">(-0.4)</td> </tr> <tr> <td data-bbox="986 584 1123 618">Y4</td> <td data-bbox="1123 584 1203 618">96.4</td> <td data-bbox="1203 584 1385 618">(-0.3)</td> </tr> <tr> <td data-bbox="986 618 1123 651">Y5</td> <td data-bbox="1123 618 1203 651">95.7</td> <td data-bbox="1203 618 1385 651">(-1.6)</td> </tr> <tr> <td data-bbox="986 651 1123 707">Y6</td> <td data-bbox="1123 651 1203 707">96.0</td> <td data-bbox="1203 651 1385 707">(-1.2)</td> </tr> </table> <p>Attendance figures show that pupil premium attendance in some cohorts is slightly below national average for all pupils, but above average when compared to similar pupils nationally. Our EWO and PSA continue to work relentlessly with families where attendance is of concern. Pupils with persistent absence also receive significant, ongoing care team intervention.</p>	ISG for attendance September – March 23 rd 2019 due to COVID pandemic.			Y1	95.0	(-1.7)	Y2	95.8	(-1.1)	Y3	96.4	(-0.4)	Y4	96.4	(-0.3)	Y5	95.7	(-1.6)	Y6	96.0	(-1.2)
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<p>Improving punctuality PSA involvement Rewards and incentives As above</p>	<p>Punctuality of PP pupils is in line with non PP pupils</p>	<p>Small proportion of pupils with significant punctuality issues are all CP/CIN and therefore have significant care team intervention.</p>																					
<p>Supporting children with S&E needs (including behavioural support). PSAs £50000 % of DSL salary £21,000</p>	<p>Lower numbers of PP pupils at CIN or CP level than nationally Lower numbers of pupils leaving LCPS on SEN register for SEMH</p>	<p>Pupils’ needs identified and assessed and referred on for specialist external agency provision. Families supported at Early Help. Early intervention and effective school-based support has resulted in relatively low numbers at CIN or CP level.</p>																					

Number of children receiving support	
Year 1	16
Year 2	15
Year 3	25
Year 4	26
Year 5	15
Year 6	16

Children in school display positive behaviour for learning and incidents of racism, bullying and exclusion data is low.

Reflections 2019-20		
	No. of reflections PP	No. of reflections Non PP
Year 1	6	3
Year 2	6	3
Year 3	7	5
Year 4	14	4
Year 5	1	7
Year 6	22	8

Reflections 2020-21		
	No. of reflections PP	No. of reflections Non PP
Year 1	4	2
Year 2	1	0
Year 3	2	3
Year 4	0	2
Year 5	1	0
Year 6	5	1

Current reflection data for this year so far shows that pupil premium pupils are no more likely to be involved in a behavioural issue resulting in a reflection than non-pupil premium pupils.

For 2019-20, where PP reflections were high, this was a few individuals, rather than a trend for all PP.