

# Leechpool Primary School Pupil Premium Strategy Statement

## 1. Summary information

<b>School</b>	Leechpool Primary				
<b>Academic Year</b>	2016/2017	<b>Total PP budget</b>	£ 84,480	<b>Date of most recent PP Review</b>	April 2017
<b>Total number of pupils</b>	411	<b>Number of pupils eligible for PP</b>	70	<b>Date for next internal review of this strategy</b>	July 2017

## 2. Current attainment KS1/KS2

### Attainment Comparison: Key Groups - % at expected attainment Summer 2 2017:

<b>Y6</b>	Reading EXP+	Reading ABOVE EXP	Writing EXP+	Writing ABOVE EXP	GPS EXP+	GPS ABOVE EXP	Maths EXP+	Maths ABOVE EXP	RWM EXP+
All	77	40	71	13	75	35	77	23	65
Girls 34	77	41	70	18	77	38	71	24	68
Boys 26	77	39	70	8	73	31	85	23	62
PP 14	57	21	21	7	50	7	43	7	29
Non PP	83	46	82	15	83	44	87	28	76
PP 7 NON SEN	89	33	44	11	78	11	67	11	44

<b>Y5</b>	Reading EXP+	Reading ABOVE EXP	Writing EXP+	Writing ABOVE EXP	Maths EXP+	Maths ABOVE EXP	RWM EXP+
All	77	17	67	3	68	7	63
Girls 36	78	19	69	6	69	6	67
Boys 24	75	13	63	0	67	8	58
PP 15	73	7	67	7	60	0	60
Non PP	78	20	67	2	71	9	64
NON SEN PP 12	79	7	71	7	64	0	64

<b>Y4</b>	Reading EXP+	Reading ABOVE EXP	Writing EXP+	Writing ABOVE EXP	Maths EXP+	Maths ABOVE EXP	RWM EXP+
All	85	53	75	32	76	22	66
Girls 32	94	56	88	50	88	28	75
Boys 27	74	48	59	11	63	15	56
PP 8	63	50	50	38	50	25	38
Non PP	88	53	78	31	80	22	71
NON SEN PP 5	80	60	60	40	60	20	40

<b>Y3</b>	Reading EXP+	Reading ABOVE EXP	Writing EXP+	Writing ABOVE EXP	Maths EXP+	Maths ABOVE EXP	RWM EXP+
All	87	24	82	20	76	24	71
Girls 22	91	23	91	27	86	27	82
Boys 33	85	24	76	15	70	21	64
PP 9	67	11	56	11	67	11	44
Non PP	91	26	87	22	78	26	76
NON SEN PP 5	80	0	80	0	80	0	60

<b>Y2 ATT</b>	Reading EXP+	Writing EXP+	Maths EXP+	RWM EXP+
All	78	71	76	63
Girls	86	79	79	72
Boys	70	63	73	53
PP 8	50	38	50	38
Non PP	82	77	80	67

<b>Y1 ATT</b>	Reading EXP+	Reading ABOVE EXP	Writing EXP+	Writing ABOVE EXP	Maths EXP+	Maths ABOVE EXP
All	80	28	78	13	80	17
Girls	94	31	92	22	89	22
Boys	58	25	58	0	67	8
PP	50	25	50	0	50	0
Non PP	82	29	80	14	82	18
PP NON SEN						

<b>EYFS ATT</b>	CI L&A	CI Und	CI S	PD M&H	PD H&SC	PSED SC&A	PSED MF&B	PSED MRel	Lit R	Lit W	Maths No.	Maths SSM	UtW P&C	UtW W	UtW:T	EAD EUMM	EAD BI	GLD
<b>Girls (22)</b>	100	100	95.5	100	100	95.5	95.5	95.5	95.5	95.5	95.5	95.5	100	95.5	100	95.5	100	90.9
<b>Boys (37)</b>	97.3	97.3	94.6	97.3	97.3	94.6	97.3	97.3	94.6	91.9	91.9	94.6	97.3	97.3	100	97.3	97.3	89.2
<b>PP (11)</b>	90.9	90.9	90.9	90.9	90.9	90.9	90.9	90.9	90.9	90.9	90.9	90.9	90.9	90.9	100	90.9	90.9	90.9
<b>All</b>	98.3	98.3	94.9	98.3	98.3	94.9	96.6	96.6	94.9	93.2	93.2	94.9	98.3	96.6	100	96.6	98.3	89.8

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Limited reading experience resulting in weak phonics and letter knowledge.
<b>B.</b>	High level of SALT and additional needs identified.
<b>C.</b>	Social and emotional difficulties are barriers to effective learning and progress (mostly eligible for PP)
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Children eligible for PP do not always have the same opportunities for educational visits, residential and extra-curricular activities/clubs as their peers and limited IT and homework support at home.
<b>4. Desired outcomes</b>	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>
<b>A.</b>	Purchase of new phonics scheme (Song of Sounds) to ensure consistency of approach across the Infants.
<b>B.</b>	Pupils identified with speech and language difficulties and additional needs will access early intervention/support.
<b>C.</b>	Emotional needs/issues of PP children need to be addressed/supported so that these pupils are able to reach their potential.
<b>D.</b>	PP children widening their life experiences and increasing self-confidence in line with their peers, measured by their attendance of extra-curricular activities and clubs.
	PP children can access Song of Sounds as well as small targeted phonics groups with TAs/LSAs.
	PP SALT pupils will have clear interventions and targets set and reviewed termly. Booster teaching will take place for targeted pupils.
	Pupils accessing learning using support from school learning mentor, TA/LSA support, some 1:1 art therapy sessions, attendance at homework and breakfast club.
	Increased number of children eligible for PP participating in extra-curricular activities and clubs. A range of enrichment activities available. Laptop loan scheme. Pupils will have a positive environment to complete homework.

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2016/17</b>				
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.					
<b>i. Quality of teaching for all</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>
<b>A. Improved progress for PP across the school</b>	Additional TA support required to raise attainment in certain year groups. Interventions/ precision teaching/ quality support in class	Current data identifies year groups in need of additional support. Focus support will ensure that no child is left out. Individuals will have own targets that can be monitored and evaluated regularly.	SLT will oversee all provision and monitor half termly through pupil progress meetings to ensure progress is met. Provision mapping identifies interventions and progress. This is monitored by the AHT half termly.	SLT	April 17 - See above for PP data. Range of interventions in place to address specific needs. See above for PP data. July 17 – see above for PP data.

<b>A.Improved KS1 phonics for all pupils</b>	Purchase of Song of Sounds for FS, year 1 and 2.	To address limited reading experience, leading to weak phonics. Consistency of approach, with clear progression, multisensory approach. Bright, stimulating resources.	KS1 and FS Phase leaders to oversee implementation and monitor impact half termly.	AH/HK	April 17 – 73% of year 1 are scoring over 32 and above in assessments. July 17 – 85% year 1 pupils achieved 32 or above in phonics screening June 17.
<b>B. Improved progress for PP across the school</b>	Literacy Boxes purchased for each year group across the school.	Resources to develop independence in pupils and to extend ability across a range of genres in comprehension skills.	Literacy team to monitor and observe use of and impact of these in classes.	AH/WT	April 17 – all boxes are being used and pupils are developing ability to use independently. July 17 - see above for PP data.
<b>B Improved progress for PP across the school</b>	Booster teaching across the school.	Through Pupil progress meetings, pupils and groups of pupils will be identified and targeted with additional booster groups by specialist teachers.	Half termly pupil data will show progress and some accelerated progress.	SLT	April 2017 – booster groups have been implemented for writing and maths in different year groups for targeted pupils. See data above for progress. July 17 - see above for PP data.

**Total budgeted cost** £28,000

## ii. Targeted support

<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>
<b>B.Speech and Language needs identified and targeted</b>	Locality SALT therapist to screen FS pupils on entry.	To identify needs in pupils who have started school and target support to meet those needs to ensure they reach their potential.	HLTA responsible for resourcing groups and ensuring they run weekly. Termly reviews with EP and SALT therapist.	HK/EP	April 17 – 21 pupils in FS identified as need speech programmes/support. July 17 – School Start has supported a range of SALT needs and progress pupils have made is clear.
<b>B Maths support</b>	1:1 weekly input with Maths teacher for key pupils Success@Arithmetic intervention for KS2 and maths group intervention for Year 2 pupils.	Target FS children eligible for PP who are struggling in their maths progress.  Target KS2 children eligible for PP who are struggling in their maths progress.  Target small groups of KS1 pupils who are falling behind with maths.	CR to support class teams in identifying and addressing gaps in maths learning and to oversee running of interventions.	CR	April 17 – 14 pupils took part over the course of the year. On average each student made 3 steps progress. Feedback from maths teacher was very positive. Some pupils made massive improvement and gained confidence with methods that was reflected in the classroom. 9 year 2 pupils have been targeted with maths interventions – impact will be clear in July. July 17 - see above for PP data.

<b>C. Emotional and social needs addressed</b>	Learning mentor	Target children eligible for PP who are struggling in their progress due to other issues impacting on their learning.	LM will run a 6 week programme with individual children with a start and end evaluation. Outcome will be measured through children's focus and progress in class	EP	April 17 – 41 PP pupils have been seen by the LM since September, through 1:1, group work and lunch clubs. 138 non PP have also been seen. July 17 – 75 pupils in total have attended LM lunch club over the year with positive feedback. Individual case studies to show impact on well being and attendance.
<b>C. Emotional and social needs addressed</b>	Homework club and breakfast club	Breakfast club ensures that pupils are in school on time and have a settled, calm start to the day. Targeted pupils are invited to homework club once a week where they can be supported and have the appropriate resources in order to complete their homework, in small groups of 10 with 2/3 adults.	AHT to monitor attendance and impact of both clubs.	EP	April 17 – 40 pupils currently attending homework club weekly. 24 pupils of the 60 that attend breakfast club are PP. July 17 – the same children continue to be targeted and consequently vulnerable pupils are being supported and engaging more with their learning.
<b>C. Emotional and social needs addressed</b>	Forest skills	Targeting pupils who need a boost to self confidence and self esteem as well as developing the ability to work as part of a team.	Learning mentor to run the weekly sessions with the Woods for Learning staff. Observations and scores will be recorded weekly and fed back to class teachers. Targets will be set at beginning of each block.	EP/ML	April 17 – from the 5 year groups that have attended so far, at least 90% pupils have increased their scores using the Leuven scale. July 17 – all 6 groups (Yr 1 – 6) have shown at least 90% increase in scores on the Leuven scale.
<b>C. Emotional and social needs addressed</b>	Lunchtime Supervisor training	Training LTS to support pupils in unstructured times at lunchtimes and to lessen number of playtime incidents.	Ongoing LTS meetings, appointment of Senior LTS to manage and liaise with Headteacher.	ND	April 17 – LTS feel they have received good training and feel confident in their role of supporting pupils. July 17 – ongoing training planned for Sep 17.
<b>Total budgeted cost</b>					£46,000

### iii. Other approaches

<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>
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<b>D. Higher attendance on trips and clubs</b>	Ensure that PP children are offered opportunities to be included in all activities	Important to include all children on trips, clubs and residential. Children feel included and build relationships with their peers.	Monitor trips and clubs to ensure that all children are offered opportunity, support with payment offered if needed, application of grants for year 6 residential for some families.	EP	April 2017 – all PP pupils that wanted to attend a club have attended at least 1 club so far this year. July 2017 - Financial help has been given to 7 pupils for their uniform, 21 pupils with the cost of class trips and 6 pupils for their residential trip. Also, some support has been given for swimming lessons.
<b>D.Pupils will have the appropriate equipment and a positive environment to complete homework in.</b>	Homework club – invitation only with high ratio of staff (2/3:10)  Laptop loan available for pupils who have no access at home.	PP pupils will be targeted and invited to homework club. In these sessions they will have TA/LSA support as well as reading with an adult and working on spellings and timetables.	Monitor registers of homework clubs, PP pupils will be more confident about completing homework and it will be completed with deadlines.	EP	April 2017 - 40 pupils currently attending homework club weekly, with either 2 or 3 adults in each sessions. Pupils feel happy about attending. Currently we have loaned 5 laptops to families. July 17 – homework club continues to be successful and supportive, focusing on key skills. Laptop loan will continue in September.
<b>D. Pupils to develop life skills in a fun supportive environment.</b>	After school cookery club.	Targeted PP pupils will be invited to the weekly club, following a simple range of recipes that can be re-created at home.	Monitor pupil attendance and verbal feedback from pupils.	SC	April 2017 – 12 pupils have been invited and attended. Verbal feedback is very positive. July 17 – 16 pupils have been targeted and attended across the year, developing basic cookery skills.
<b>Total budgeted cost</b>					£6,400