

# Leechpool Primary School Pupil Premium Strategy Statement 2018/2019

## 1. Summary information

<b>School</b>	Leechpool Primary				
<b>Academic Year</b>	2018/2019	<b>Total PP budget</b>	£ 84,820	<b>Date of most recent PP Review</b>	Dec 2018
<b>Total number of pupils</b>	419	<b>Number of pupils eligible for PP</b>	57	<b>Date for next internal review of this strategy</b>	July 2019

## 2. Current attainment KS1/KS2

### Attainment Comparison: Key Groups - % achieving expected attainment or above Summer 2 2019:

<b>Y6</b>	Reading EXP+	Reading ABOVE EXP	Writing EXP+	Writing ABOVE EXP	Maths EXP+	Maths ABOVE EXP	RWM EXP+
All 60	83	27	78	18	78	17	72
Girls 32	100	38	97	28	88	25	88
Boys 28	64	14	57	7	68	7	54
PP 8	63	38	63	25	63	25	63
Non PP	87	25	81	17	81	15	73
PP 5 NON SEN	80	40	80	20	80	20	80

<b>Y5</b>	Reading EXP+	Reading ABOVE EXP	Writing EXP+	Writing ABOVE EXP	Maths EXP+	Maths ABOVE EXP	RWM EXP+
All 60	90	23	93	17	80	17	78
Girls 25	96	24	100	12	88	16	88
Boys 35	86	23	89	20	74	17	71
PP 9	78	11	89	11	67	11	67
Non PP	92	26	94	18	82	18	80
NON SEN PP 4	100	0	100	0	75	0	75

# Leechpool Primary School Pupil Premium Strategy Statement 2018/2019

<b>Y4</b>	Reading EXP+	Reading ABOVE EXP	Writing EXP+	Writing ABOVE EXP	Maths EXP+	Maths ABOVE EXP	RWM EXP+
All	78	21	71	16	76	17	60
Girls	83	28	83	21	79	17	66
Boys	72	14	59	10	72	17	55
PP	57	14	43	14	57	0	43
Non PP	80	22	75	16	78	20	63
NON SEN PP	71	14	57	14	86	0	43

<b>Y3</b>	Reading EXP+	Reading ABOVE EXP	Writing EXP+	Writing ABOVE EXP	Maths EXP+	Maths ABOVE EXP	RWM EXP+
All	82	22	72	12	85	20	70
Girls	94	34	89	20	94	26	89
Boys	64	8	48	0	72	12	44
PP	75	0	75	0	100	0	75
Non PP	82	23	71	13	84	21	70
NON SEN PP	50	0	50	0	75	0	50

<b>Y2</b>	Reading EXP+	Reading ABOVE EXP	Writing EXP+	Writing ABOVE EXP	Maths EXP+	Maths ABOVE EXP	RWM EXP+
All 60	75	12	73	18	80	25	68
Girls 35	89	11	86	29	91	29	83
Boys 25	56	12	56	4	64	20	48
PP 4	50	0	75	0	75	0	50
Non PP	77	13	73	20	80	27	70
NON SEN PP 4	50	0	75	0	75	0	50

# Leechpool Primary School Pupil Premium Strategy Statement 2018/2019

<b>Y1</b>	<b>Reading EXP+</b>	<b>Reading ABOVE EXP</b>	<b>Writing EXP+</b>	<b>Writing ABOVE EXP</b>	<b>Maths EXP+</b>	<b>Maths ABOVE EXP</b>	<b>RWM EXP+</b>
All 59	78	28	67	15	78	25	65
Girls 25	88	32	80	16	84	24	76
Boys 35	71	26	57	14	74	26	57
PP 10	40	0	30	0	40	30	0
Non PP	86	34	74	18	86	30	72
NON SEN PP 7	43	0	43	0	43	0	43

Early Years Foundation Stage Early Learning Goals																			
◆	Pupils		Minimum Steps progress in Reception (all AoLs)			Communication (Max 9)		Physical (Max 6)		Personal (Max 9)		Combined Prime AoLs (Max 24)		Combined Specific AoLs (Max 27)		All Combined AoLs (Max 51)		% at 34+ inc 6+ in Com & PSE	% at Good Level of Development
	No.	%	% at 4+	% at 5+	% at 6+	% at 6+	Avg Score	% at 4+	Avg Score	% at 6+	Avg Score	% at 16+	Avg Score	% at 18+	Avg Score	% at 34+	Avg Score		
All Pupils	59	100.0	100.0	84.7	20.3	89.8	6.3	94.9	4.2	88.1	6.0	84.7	16.5	76.3	18.5	76.3	35.0	76.3	74.6
Males	23	39.0	100.0	78.3	17.4	82.6	6.4	87.0	3.9	78.3	5.8	73.9	16.1	69.6	18.2	69.6	34.3	69.6	65.2
Females	36	61.0	100.0	88.9	22.2	94.4	6.2	100.0	4.4	94.4	6.1	91.7	16.8	80.6	18.7	80.6	35.4	80.6	80.6
FSM	1	1.7	100.0	100.0	0.0	0.0	3.0	0.0	3.0	0.0	3.0	0.0	9.0	0.0	13.0	0.0	22.0	0.0	0.0
Not FSM	58	98.3	100.0	84.5	20.7	91.4	6.3	96.6	4.2	89.7	6.1	86.2	16.6	77.6	18.6	77.6	35.2	77.6	75.9
Pupil Premium	5	8.5	100.0	60.0	0.0	60.0	5.0	60.0	3.4	60.0	5.2	60.0	13.6	20.0	14.4	20.0	28.0	20.0	20.0
Not Pupil Premium	54	91.5	100.0	87.0	22.2	92.6	6.4	98.1	4.3	90.7	6.1	87.0	16.8	81.5	18.9	81.5	35.6	81.5	79.6
SEN Support	2	3.4	100.0	50.0	0.0	100.0	6.0	100.0	4.0	50.0	5.5	50.0	15.5	50.0	15.5	50.0	31.0	50.0	50.0
Education, health and care plan	2	3.4	100.0	0.0	0.0	50.0	5.0	0.0	2.0	50.0	5.5	0.0	12.5	0.0	11.5	0.0	24.0	0.0	0.0
Not SEN	55	93.2	100.0	89.1	21.8	90.9	6.3	98.2	4.3	90.9	6.1	89.1	16.7	80.0	18.9	80.0	35.5	80.0	78.2

# Leechpool Primary School Pupil Premium Strategy Statement 2018/2019

<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 learning 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. Some pupils have limited reading experience and general 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>	Ensuring all pupils have equal access to appropriate level phonics scheme across the school dependent on need. Ensuring key pupils read regularly to an adult or buddy in school, ensuring we have books/kindles that grab their interests.	PP children can access Song of Sounds in FS, and KS1 as well as small targeted phonics groups with TAs/LSAs. The Nursery on site has access to the resources so that on transition, some pupils have been exposed to the scheme. Year 3 pupils to be targeted for specific phonics input.
<b>B.</b>	Pupils identified with speech and language difficulties and additional learning needs will access early intervention/support.	Pupils will have clear interventions and targets set and reviewed termly. Booster teaching will take place for targeted pupils. Locality SALT will help support that provision through training of staff.
<b>C.</b>	Emotional needs/issues of PP children need to be addressed/supported so that these pupils are able to reach their potential.	Pupils accessing learning using support from school learning mentor, TA/LSA support, some 1:1 art therapy sessions, attendance at homework and breakfast club.
<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.	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. Pupils will be targeted with a bespoke Life skills programme.

# Leechpool Primary School Pupil Premium Strategy Statement 2018/2019

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2018/19</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 education 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. Currently our SEND PP pupils are not making as much progress as pure PP.	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 SLT half termly.	SLT	July 19 – PP provision map shows a wider range of strategies, interventions and resources being used for pupils as well as more targeted quality first teaching within the class. See data in section 2.
<b>A. Improved KS1 and Year 3 phonics for all pupils</b>	Ensure all FS and KS1 and Year 3 staff are trained adequately in the delivery of phonics. Observations to ensure consistency of delivery.	To address limited reading experience, leading to weak phonics. Consistency of approach, with clear progression, multisensory approach. Bright, stimulating resources. Less pupils will need phonics input in year 3.	KS1, Lower KS2 and FS Phase leaders to oversee implementation and monitor impact half termly.	FH/ WT /HK	July 19 – Year 1 phonics 88.3% Year 3/4 targeted spellings with phonics and split the phase into ability groupings – this is an area still to develop. Parental feedback was positive and pupils made good progress.
<b>B Improved progress for PP across the school</b>	Booster teaching across the school.	Through Pupil Progress meetings, and Phase 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	July 19 – booster groups were put in place for both KS1 and KS2 SATs – see data above.
<b>Total budgeted cost</b>					£27,225

# Leechpool Primary School Pupil Premium Strategy Statement 2018/2019

<b>ii. Targeted support</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>B. Speech and Language needs as well as additional learning needs identified and targeted</b>	Locality SALT therapist to screen FS pupils on entry. School to contribute funding to locality group. Use of locality First Step Response book to identify strategies to use.	To identify needs in pupils who have started school and target support to meet those needs to ensure they reach their potential.	LSA responsible for running School Start intervention - resourcing groups and ensuring they run weekly. SALTA to model sessions for training purposes. Termly reviews with EP and SALT therapist.	HK/EP	July 19 – School Start ran successfully for 10 pupils in FS. All 10 pupils achieved over 81% success rate in the area of concepts, vocabulary, sound awareness and speech.
<b>B Maths support</b>	Success@Arithmetic intervention for KS2 and maths group intervention for Year 2 pupils.	Target Yr5/6 children eligible for PP who are struggling in their maths and literacy progress with booster lessons.  Target small groups of KS1 pupils who are falling behind with maths.	SCh/LS to support class teams in identifying and addressing gaps in maths learning and to oversee running of interventions. Additional LSA working in year 2 to work with focus groups.	SCh/LS	July 19 – booster groups in place for KS1 maths - see above data. KS2 pupils were targeted with additional boosters both before school and during the school day – see above 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 an 8 week programme with individual children with a start and end evaluation. Outcome will be measured through children's focus and progress in class. Depending on needs, sometime the support will be in groups, or in classes. LM will also run a KS1 and KS2 weekly lunchtime club.	EP	Jul19 – LM worked with 17 PP pupils over the year – 2 of these have been longer than 8 weeks due to ongoing family circumstances. Feedback from pupils and parents is positive and impact is seen in class – pupils are able to access more of their learning.
<b>C. Emotional and social needs addressed</b>	Homework club and breakfast club  Uniform/PE kits for pupils when needed.	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	July 19 – homework club has offered spaces to 43 pupils over the year with 37 attending once a week. School have purchased 8 school jumpers and 3 PE kits for specific pupils to ensure they have the correct equipment in school.
<b>C. Emotional and social needs addressed</b>	Life skills programme	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. Including skills such as cooking, riding on a bus, etc.	AHT and LM to plan the overview for each year group. LM to run the weekly sessions, liaising with different agencies involved. Observations and scores will be recorded weekly and fed back to class teachers. Targets will be set at beginning of each block.	EP/ML	July 19 – hugely successful with pupil and parental feedback being so positive. Out of 50 pupils targeted, 46 pupil scores (self esteem) increased, and positive impacts were recognised in classes.

# Leechpool Primary School Pupil Premium Strategy Statement 2018/2019

<b>C. Emotional and social needs addressed</b>	Purchase and ongoing running costs of CPOMS	Due to the large number of vulnerable pupils, the school needs a accessible tracking tool of key incidents and actions and agencies involved.	All staff to be trained in the use of CPOMS – knowledge about specific children will be shared with relevant staff.	EP/ND	July 19 – all staff have received training and in total, 1160 incidents have been logged over the year. This will be compared to future years/terms.
<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. Ensuring safeguarding training is regular and up to date.	Ongoing LTS meetings, appointment of Senior LTS to manage and liaise with Headteacher.	ND	July 19 – Senior lunchtime supervisor works closely with HT and AHT Inclusion to put in place strategies. Training has been done with CPOMS.
<b>Total budgeted cost</b>					£45,920

### 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>
<b>D. Higher attendance on trips and clubs</b>	Ensure that PP children are offered opportunities to be included in all activities and the year 6 residential.	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	July 19 – no pupil has missed a trip due to lack funding. School have helped pay for 39 pupils attending day trips and 4 pupils to attend the year 6 residential trip.
<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 (2:10)  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	July 19 – homework club has offered spaces to 43 pupils over the year with 37 attending once a week. A couple of pupils have attended twice a week due to family circumstances. Two laptop loans have been in place.
<b>D. Pupils will widen their life experiences and increase self-confidence.</b>	All pupils across the school to have access to one day trip to the woods as part of Woods 4 Learning.	Each year group to have 1 day trip in the year to visit the woods and take part in a range of outdoor learning activities related to their current learning journey. Appropriate adult support put in place dependent on needs. Clothes to be provided by school if pupil arrives un-equipped.	Pupil feedback. Class teacher feedback, work in class undertaken as a result of the trips.	SLT	Jul 19 – every year group have had a day trip to the woods as part of their curriculum, with relevant activities to fit in with their topic. School have provided some suitable clothing for 5 pupils. End of year free music gala/celebration for families to bring picnics.
<b>D. Pupils will develop their recording skills</b>	Typing programme to be purchased for specific pupils and pupils taught to type.	This programme can be accessed in class and in homework club. Some pupils have weak fine motor skills or Dyslexia diagnosis and this is preventing them from doing as	Pupil feedback. Range of work produced in class from typing. EP to oversee implementation.	EP	Jul 19 – Nessy Fingers has been purchased and 13 pupils have accessed the programme

# Leechpool Primary School Pupil Premium Strategy Statement 2018/2019

		well as they could. Typing skills are life skills that will benefit them throughout their life.			over the year from year 3 – year 6.
<b>D.Parents will meet termly with specific parents to review progress, set targets.</b>	Termly pupil profile meetings.	Parents will be invited in individually to meet with class teachers and sometimes the AHT for Inclusion to talk through current progress and targets. Pupil voice will be sought too.	Termly monitoring of Pupil profiles by AHT.	EP	July 19 - 80% of targets set in spring term have been achieved. 83% of targets set in summer term have been achieved.
<b>D.To ensure all pupils in school are safe.</b>	School to purchase CPOMS and to pay for annual licence. All staff to be trained in this.	One clear system to record incidents and concerns. All staff to be informed of relevant information.	Weekly monitoring, in line with attendance reports.	EP	July 19 – all staff have received training and in total, 1160 incidents have been logged over the year. This will be compared to future years/terms. Individual pupils report that they feel safe and they know which adults they can go to if needed. NSPCC have also been in carrying out assemblies and additional workshops in years 5 and 6.
<b>D.School will have appropriate books and kindle stories to engage reluctant learners.</b>	Questionnaire to be carried out with pupils to ensure we have the books/kindles stories that they would like to read. To engage them in ordering the books.	Trying to engage reluctant readers.	Through librarians and follow up questionnaires to find out if they have been using them. Attitude to reading to improve.	EP	July 19 – Librarian has worked with KS1 greater depth pupils to develop skills when reading. Request box in place in library for all pupils to access which has been successful.
<b>D.Careers advice.</b>	To ensure that children are exposed to a variety of adults in different roles such as assemblies, class visits, trips, conversations, etc. so that some children can be inspired. Ex pupils to also be invited in.	Some of our pupils do not have high aspirations of what they want to achieve when they leave school.	Range of different roles to be invited into school via assemblies, PSHE curriculum, etc.	SLT	July 19 – we have had a range of visitors such as Coco Foundation, Go ride, England Rugby player, Horsham District Sports, Police, Fire Brigade, local MP, NSPCC, range of parent helpers and readers.
<b>Total budgeted cost</b>					£8,275

N.B. £3,400 is also allocated to the Free School meal shortfall.