

Leechpool Primary School Pupil Premium Strategy Statement 2017/2018

1. Summary information

School	Leechpool Primary				
Academic Year	2017/2018	Total PP budget	£ 96,300	Date of most recent PP Review	Dec 2017
Total number of pupils	417	Number of pupils eligible for PP	73	Date for next internal review of this strategy	July 2018

2. Current attainment KS1/KS2

Attainment Comparison: Key Groups - % achieving expected attainment or above Summer 2 2018:

Y6	Reading EXP+	Reading ABOVE EXP	Writing EXP+	Writing ABOVE EXP	Maths EXP+	Maths ABOVE EXP	RWM EXP+
All 60	87	28	78	17	85	35	72
Girls 36	89	33	86	22	83	33	75
Boys 24	83	21	67	8	88	38	67
PP 14	79	21	79	7	71	21	64
Non PP	89	30	78	20	89	39	74
PP 13 NON SEN	85	23	85	8	69	23	69

Y5	Reading EXP+	Reading ABOVE EXP	Writing EXP+	Writing ABOVE EXP	Maths EXP+	Maths ABOVE EXP	RWM EXP+
All 60	78	27	77	20	60	12	57
Girls 32	91	38	91	31	63	16	59
Boys 28	64	14	61	7	57	7	54
PP 8	63	25	63	25	50	13	50
Non PP	81	27	79	19	62	12	58
NON SEN PP 4	75	0	75	0	50	25	50

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Y4	Reading EXP+	Reading ABOVE EXP	Writing EXP+	Writing ABOVE EXP	Maths EXP+	Maths ABOVE EXP	RWM EXP+
All	84	35	79	21	74	16	61
Girls 23	91	39	78	26	74	13	61
Boys 34	79	32	79	18	74	18	62
PP 8	50	13	25	13	63	13	25
Non PP	90	39	88	22	76	16	67
NON SEN PP 4	75	0	25	0	75	0	25

Y3	Reading EXP+	Reading ABOVE EXP	Writing EXP+	Writing ABOVE EXP	Maths EXP+	Maths ABOVE EXP	RWM EXP+
All	80	20	72	7	75	16	67
Girls 30	90	27	83	7	83	17	80
Boys 30	70	13	60	7	67	17	53
PP 8	50	0	38	0	38	0	38
Non PP	85	23	77	8	81	19	71
NON SEN PP 8	50	0	38	0	38	0	38

Y2	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

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Y1	Reading EXP+	Reading ABOVE EXP	Writing EXP+	Writing ABOVE EXP	Maths EXP+	Maths ABOVE EXP	RWM EXP+
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	84.7	22.0	5.1	86.4	6.3	94.9	4.2	91.5	6.3	83.1	16.8	72.9	18.6	72.9	35.4	72.9	72.9
Males	27	45.8	92.6	22.2	7.4	88.9	6.1	96.3	4.0	92.6	6.2	85.2	16.3	66.7	17.9	66.7	34.1	66.7	66.7
Females	32	54.2	78.1	21.9	3.1	84.4	6.5	93.8	4.3	90.6	6.3	81.3	17.2	78.1	19.2	78.1	36.4	78.1	78.1
Pupil Premium	4	6.8	75.0	75.0	50.0	50.0	5.5	100.0	4.0	75.0	5.8	50.0	15.3	0.0	16.0	0.0	31.3	0.0	0.0
Not Pupil Premium	55	93.2	85.5	18.2	1.8	89.1	6.4	94.5	4.2	92.7	6.3	85.5	16.9	78.2	18.8	78.2	35.7	78.2	78.2

EYFS ELG points are attributed to final Reception assessments in each Aspect as follows:

Emerging = 1 Expected = 2 Exceeding = 3

Pupils set to Unable To Assess are ignored for average and % calculations

Good Level of Development (as defined by DfE) - children will be defined as having reached a GLD at the end of the EYFS if they achieve at least the expected level in: the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language); and the early learning goals in the specific areas of mathematics and literacy.

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3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Limited reading experience resulting in weak phonics and letter knowledge.	
B.	High level of SALT and additional needs identified.	
C.	Social and emotional difficulties are barriers to effective learning and progress (mostly eligible for PP)	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	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.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Ensuring all pupils have equal access to appropriate level phonics scheme across the school dependent on need.	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 will have access to the resources.
B.	Pupils identified with speech and language difficulties and additional needs will access early intervention/support.	PP SALT pupils will have clear interventions and targets set and reviewed termly. Booster teaching will take place for targeted pupils.
C.	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.
D.	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.

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5. Planned expenditure					
Academic year	2017/18				
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					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved progress for PP across the school	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 SLT half termly.	SLT	Dec 17 – PP provision map shows a wide range of support and resources being used See data above. July 18 – PP provision map continues to show targeted support for PP pupils and current data also.
A. Improved KS1 phonics for all pupils	Ensure all FS and KS1 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.	KS1 and FS Phase leaders to oversee implementation and monitor impact half termly.	AH/HK	Dec 17 – see above data. Screening of year 1 to take place in January to monitor progress. July 18 - see above data. A number of boosters were put in place and daily interventions.
B Improved progress for PP across the school	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	Dec 17 – see above data. July 18 – see above data.
Total budgeted cost					£30,000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B. Speech and Language needs identified and targeted	Locality SALT therapist to screen FS pupils on entry. School to contribute funding to locality group.	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	Dec 17 – training from SALTA has taken place, groups running 2x weekly with some clear progress. 12 pupils being targeted. July 18 – 12 pupils targeted with weekly therapy by specialist teacher, 2 referrals made to NHS and support in place.

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<p>B Maths support</p>	<p>1:1 weekly input with Maths teacher for key pupils Success@Arithmetic intervention for KS2 and maths group intervention for Year 2 pupils.</p>	<p>Target Yr5/6 children eligible for PP who are struggling in their maths and literacy progress.</p> <p>Target small groups of KS1 pupils who are falling behind with maths.</p>	<p>CR to support class teams in identifying and addressing gaps in maths learning and to oversee running of interventions. Additional LSA working in year 1 to work with focus groups.</p>	<p>CR</p>	<p>Dec 17 – Increase in enthusiasm for Yr 2 pupils evident in class, more prepared to have a go. KS2 not as much impact as expected so new programme devised to trial. Boosters for upper KS2 to start in Jan 18. July 18 – see above data.</p>
<p>C. Emotional and social needs addressed</p>	<p>Learning mentor</p>	<p>Target children eligible for PP who are struggling in their progress due to other issues impacting on their learning.</p>	<p>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.</p>	<p>EP</p>	<p>Dec 17 out of the 29 pupils working with the Learning Mentor this term 1:1 or in a group, 6 were PP. Support was varied – both in class and withdrawn which is having a better impact on classroom behaviour. July 18 – number of pupils targeted over the past 2 terms with LM is approx. 60 pupils, with 18 being PP, for a range of needs such as transition, bereavement, family needs, etc.</p>
<p>C. Emotional and social needs addressed</p>	<p>Homework club and breakfast club</p>	<p>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.</p>	<p>AHT to monitor attendance and impact of both clubs.</p>	<p>EP</p>	<p>Dec 17 – less pupils late to school due to targeted attendance at Breakfast club. 31 pupils attending homework regularly, with more children requesting to come and more pupils handing homework in on time. July 18 – 42 pupils targeted with homework club and up to 50 pupils attending breakfast club on some days.</p>

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C. Emotional and social needs addressed	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	Dec 17 – very positive first term. In Yr 5, 11 out of 12 pupils increased their self-confidence score. In Yr 4 6 out of 6 increased their confidence score. July 18 – in all groups across the school, at least 87% pupils in each group have increased their confidence score.
C. Emotional and social needs addressed	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	Dec 17 – less red slips being given for negative behaviour. Targeted support provided for key pupils at lunch through sports coach and learning mentor. July 18 – sports coach still having positive impact with lunchtimes, even less red slips being given out. Concerns are referred to Senior LTS to follow up.
Total budgeted cost					£40,000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Higher attendance on trips and clubs	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	Dec 17 – no pupil has missed a trip due to lack of funding. Some clubs have been paid for by school. July 18 - as above.

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<p>D. Pupils will have the appropriate equipment and a positive environment to complete homework in.</p>	<p>Homework club – invitation only with high ratio of staff (2:10)</p> <p>Laptop loan available for pupils who have no access at home.</p>	<p>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.</p>	<p>Monitor registers of homework clubs, PP pupils will be more confident about completing homework and it will be completed with deadlines.</p>	<p>EP</p>	<p>Dec 17 - 31 pupils attending homework regularly, with more children requesting to come and more pupils handing homework in on time.</p> <p>July 18 – 48 pupils have been offered a space at homework club this year. Laptop loans have been put in place for specific pupils.</p>
<p>D .Pupils will widen their life experiences and increase self-confidence.</p>	<p>All pupils across the school to have access to one day trip to the woods as part of Woods 4 Learning.</p>	<p>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.</p> <p>Clothes to be provided by school if pupil arrives un-equipped.</p>	<p>Pupil feedback. Class teacher feedback, work in class undertaken as a result of the trips.</p>	<p>SLT</p>	<p>Dec 17 – years 1, 2, 4 and 5 have all had a day at the woods, carrying out activities linked to their Learning journeys. Both pupil, staff and parent feedback has been very positive.</p> <p>July 18 – as above for all year groups.</p>
<p>D .Pupils will develop their recording skills</p>	<p>Typing programme to be purchased for specific pupils and pupils taught to type.</p>	<p>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 well as they could. Typing skills are life skills that will benefit them throughout their life.</p>	<p>Pupil feedback. Range of work produced in class from typing. EP to oversee implementation.</p>	<p>EP</p>	<p>Dec 17 – 6 pupils currently set up and using this programme 3x week. 5 more pupils to be setup.</p> <p>July 18 – 11 pupils working on the programme, difficult to measure impact as this is a life skill, but more has been produced in longer writing sessions.</p>
Total budgeted cost					<p>£27,000</p>