



# Leechpool Primary School Pupil Premium Strategy 2019 - 2022

<b>Y5</b>	Reading EXP+	Reading ABOVE EXP	Writing EXP+	Writing ABOVE EXP	Maths EXP+	Maths ABOVE EXP	RWM EXP+
All 59	75	10	60	9	78	19	63
Girls 30	87	13	83	10	80	17	73
Boys 29	62	7	59	7	76	21	52
PP 9	56	0	45	0	44	0	33
Non PP 51	78	12	76	10	86	22	68
NON SEN PP 8	56	0	45	0	44	0	33
SEN 3	0	0	0	0	0	0	0
Non SEN 56	79	11	75	9	83	20	66
EAL 2	100	50	100	0	100	0	100
Non EAL 57	76	9	70	9	77	9	61
KS1 HA 16	100	38	100	46	100	34	100
PP KS1 HA	100	100	100	100	100	100	100

<b>Y4</b>	Reading EXP+	Reading ABOVE EXP	Writing EXP+	Writing ABOVE EXP	Maths EXP+	Maths ABOVE EXP	RWM EXP+
All 59	61	5	64	5	72	22	56
Girls 34	85	9	88	9	85	27	79
Boys 25	28	0	32	0	52	16	24
PP 5	40	0	40	0	40	0	40
Non PP 54	63	6	66	6	74	24	57
NON SEN PP 4	40	0	40	0	40	0	40
SEN 6	43	0	16	0	16	0	0
Non SEN 53	64	6	70	6	77	25	62
EAL 5	80	0	80	0	80	40	80
Non EAL	59	6	63	6	70	20	54
KS1 HA	95	17	100	22	100	61	100
PP KS1 HA 0	/	/	/	/	/	/	/

# Leechpool Primary School Pupil Premium Strategy 2019 - 2022

<b>Y3</b>	Reading EXP+	Reading ABOVE EXP	Writing EXP+	Writing ABOVE EXP	Maths EXP+	Maths ABOVE EXP	RWM EXP+
All 59	75	25	66	10	64	20	61
Girls 27	82	37	82	15	78	19	78
Boys 32	69	16	53	6	53	22	47
PP 12	44	0	25	0	25	0	17
Non PP	85	32	77	13	75	25	72
NON SEN PP 7	33	0	25	0	25	0	17
SEN 11	27	9	19	0	19	9	18
Non SEN	86	29	77	13	75	23	71
EAL 2	50	50	50	50	50	0	50
Non EAL	76	25	66	9	65	21	61
KS1 HA	100	91	100	91	100	67	100
PP KS1 HA	/	/	/	/	/	/	/

<b>Y2</b>	Reading EXP+	Reading ABOVE EXP	Writing EXP+	Writing ABOVE EXP	Maths EXP+	Maths ABOVE EXP	RWM EXP+
All 59	78	3	63	3	75	0	63
Girls 32	79	6	72	6	79	0	72
Boys 27	78	0	52	0	70	0	52
PP 3	33	0	0	0	0	0	0
Non PP 56	80	4	77	4	79	0	66
NON SEN PP 3	33	0	0	0	0	0	0
SEN 5	0	0	0	0	0	0	0
Non SEN 54	85	4	69	4	81	0	69
EAL 2	0	0	0	0	0	0	0
Non EAL 57	80	4	65	4	77	0	65

# Leechpool Primary School Pupil Premium Strategy 2019 - 2022

<b>Y1</b>	Reading EXP+	Reading ABOVE EXP	Writing EXP+	Writing ABOVE EXP	Maths EXP+	Maths ABOVE EXP	RWM EXP+
All 59	75	17	66	2	78	10	66
Girls 34	82	18	80	3	82	6	79
Boys 25	64	16	48	0	72	16	48
PP 5	20	0	0	0	0	0	0
Non PP 54	80	19	72	2	85	11	72
NON SEN PP 3	20	0	0	0	0	0	0
SEN 6	20	0	20	0	20	0	20
Non SEN	80	19	70	2	83	11	70
EAL 3	100	0	100	0	100	0	100
Non EAL 56	74	18	65	2	77	11	65

# Leechpool Primary School Pupil Premium Strategy 2019 - 2022

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

### In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

<b>A.</b>	Limited early years reading experience, resulting in weak phonics and letter knowledge.
<b>B.</b>	High level of SALT and additional learning needs identified on entry.
<b>C.</b>	Social and emotional difficulties are barriers to effective learning and progress (mostly eligible for PP)

### External barriers (*issues which also require action outside school, such as low attendance rates*)

<b>D.</b>	<p>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.</p> <p>Some pupils have limited reading experience and general support at home.</p> <p>Attendance – families taking holidays within school term time and prepared to pay the fines.</p> <p>Limited parental engagement for some pupils.</p> <p>Due to economic cuts, there is reduced external agency support for families and children.</p>
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## 4. Intended outcomes

	<i>Specific outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p>Ensuring all pupils have equal access to appropriate level phonics scheme across the school dependent on need.</p> <p>Ensuring key pupils read regularly to an adult or buddy in school, ensuring we have books/kindles that grab their interests.</p> <p>Ensuring all pupils have a wide range of opportunities to develop their verbal skills and to challenge themselves.</p>	<p>PP children can access Song of Sounds in FS, and KS1 as well as small targeted phonics groups with TAs/LSAs. Pupils below expectations and targeted with additional support until they are at the expected level or above.</p> <p>The Nursery on site has access to the resources so that on transition, some pupils have been exposed to the scheme.</p> <p>Year 3 pupils to be targeted for specific phonics input.</p>
<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 and mental health and well-being of all children need to be addressed/supported so that these pupils are able to reach their potential. This is part of the assessment of development of PP children.	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>	<p>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.</p> <p>Provision Mapping programme in place for all Pupils.</p> <p>Ensuring positive mental health and well being of all pupils.</p>	<p>Increased number of children eligible for PP participating in extra-curricular activities and clubs. A range of enrichment activities available.</p> <p>Laptop loan scheme.</p> <p>Pupils will have a positive environment to complete homework.</p> <p>Pupils will be targeted with a bespoke Life skills programme, mixing</p> <p>Pupils will feel happy and safe in school and will be able to develop strategies for when they feel worried or sad.</p>

# Leechpool Primary School Pupil Premium Strategy 2019 - 2022

<b>5.</b>	<b>6. Planned expenditure</b>					
<b>Academic year</b>		<b>2019 - 2020</b> <b>2020 – 2022 (expenditure allocation unknown)</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.</b>	<b>ii. Quality of education for all</b>					
<b>Intended Outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Evidence of Impact</b>	<b>Staff lead</b>	<b>Cost</b>	<b>Lessons learned/Review</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	£4500 TA support  £2200 EYFS support  £1530 Misc	July 2020 – training programme for TA/LSAs actioned. Online targeted training undertaken during COVID. Individual 1:1 reviews took place with HT and AHT July 2020.
<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	£500 – Twinkl resources	July 2020 – Phonics screening in January 20 was on track for 93%. All children in Year 2 except 1 on track to pass. Year 3 phonics input showed in spelling progress.
<b>A Ensuring all pupils have a wide range of opportunities to develop their verbal skills and to challenge themselves.</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. Pupils who do not have some of the speaking and listening opportunities at home will be targeted in school both within lessons and in small support groups.	SLT will oversee all provision and monitor half termly through pupil progress meetings to ensure progress is met.	SLT		July 2020 – audit of Edukey Provision showed good outcomes.
<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	£5000 booster teaching **	July 2020 – computers allocated from DfE COVID provision. It was very difficult to engage some families during lockdown. Weekly contact was made, but they chose not to engage.

# Leechpool Primary School Pupil Premium Strategy 2019 - 2022

<b>Total budgeted cost</b>						£13,730
<b>iii.</b>		<b>iv. Targeted support</b>				
<b>Intended Outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Evidence of Impact</b>	<b>Staff lead</b>	<b>Cost</b>	<b>Lessons learned/Review</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	£500 professional help  £1000 Locality	July 2020 – all pupils flagged up were screened – 21 in total. Targets in place for children but therapy was not started due to COVID 19.
<b>B Maths support</b>	Success@Arithmetic intervention for KS2 and maths group intervention for Year 2 pupils.  Maths hub for Year 4, 5 and 6 – additional teacher allowing the more able to be challenged more.	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 3 to work with focus groups.	SCh/LS	£27400 Maths teacher	July 2020 – years 4, 5 and 6 received additional support with maths. Smaller group allocation with bespoke focus. Dragon maths – arithmetic focus.
<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	£16,500 Learning mentor	July 2020 – LM feedback and review shows clear progress for these pupils. Contact was maintained during lockdown too. Lunchtime club very possible with more pupils attending that before and feeling positive about support available.
<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	£6000 B'fast club  £3100 H'work club  £350 uniform	July 2020 – Attendance at all clubs positive, discussions had with some families were homework club attendance was irregular. Over 47 pupils invited and attended.

# Leechpool Primary School Pupil Premium Strategy 2019 - 2022

<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	£1200 Life skills  £650 Enrichment	July 2020 – mixed year groups working together had great impact as built the responsibility of the older pupils. 2 days trips planned and undertaken. HSD team still leading training in areas that pupils would not normally experience.
<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	£900 CPOMS	July 2020 – this has been used more and more and very useful during lockdown, to ensure all families were having contact.
<b>C. Emotional and social needs addressed</b>	Mental health and wellbeing library accessible to pupils and staff.  A range of well being and mental health events over the year to raise the profile and develop strategies and resources for all.	Pupils able to self select books to help them. Awareness of the range of different needs across the school.  The introduction of Always Club for those pupils that consistently do the right thing.	Pupil feedback from events.  Books being borrowed from the library.  Positive feedback from events and workshops.  Evidence in attendance at Always Clubs.	EP/ML	£250 Always club £550 Reading books £500 SEND £2000 FSM	July 2020 – competition run with pupils to name the bookshelf – this is being added to as and when needed, catering for a range of needs.
<b>Total budgeted cost</b>					£60,900	
<b>v.</b>	<b>vi. Other approaches</b>					
<b>Intended Outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Evidence of Impact</b>	<b>Staff lead</b>	<b>Cost</b>	<b>Lessons learned/Review</b>
<b>D. Higher attendance on trips and clubs</b>	Ensure that PP children are offered opportunities to be included in all activities, sporting events and the year 6 residential.	Important to include all children on trips, clubs, sporting events 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	£1500 Trips and residential	July 2020 – all year 6 pupils were able to attend residential, uniform purchased for some families when needed and all pupils wanting to attend trips have been able to do so.



# Leechpool Primary School Pupil Premium Strategy 2019 - 2022

<p><b>D. Pupils will have the appropriate equipment and a positive environment to complete homework in.</b></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>ML</p>	<p>See section ** (booster teaching)</p>	<p>July 2020 –discussions had with some families were homework club attendance was irregular. Over 47 pupils invited and attended.</p>
<p><b>D .Pupils will widen their life experiences and increase self-confidence.</b></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>EP/ML</p>	<p>£2760 Woods 4 Learning</p>	<p>July 2020 – not all year groups were able to attend due to COVID.</p>
<p><b>D Parents will meet termly with specific parents to review progress, set targets.</b></p>	<p>Termly pupil profile meetings using provision Mapping Programme.</p>	<p>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.</p>	<p>Termly monitoring of Pupil profiles by AHT through new electronic system.</p>	<p>All staff</p>	<p>£700</p>	<p>July 2020 – telephone calls, video calls were made with support from school staff but impact is difficult to quantify.</p>
<p><b>D.To ensure all pupils in school are safe.</b></p>	<p>School to purchase CPOMS and to pay for annual licence. All staff to be trained in this.</p>	<p>One clear system to record incidents and concerns. All staff to be informed of relevant information.</p>	<p>Weekly monitoring, in line with attendance reports.</p>	<p>All staff</p>	<p>See section on CPOMS</p>	<p>July 2020 – evident from return of all children to school in last 2 days. Only 42/420 pupils did not attend, some due to shielding.</p>
<p><b>D.School will have appropriate books and kindle stories to engage reluctant learners.</b></p>	<p>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.</p>	<p>Trying to engage reluctant readers.</p>	<p>Through librarians and follow up questionnaires to find out if they have been using them. Attitude to reading to improve.</p>	<p>All staff</p>		<p>July 2020 – in place, and a range of new resources have been purchased, as requested by pupils. Recommended Reads for all year groups have been changed and updated.</p>
<p><b>D.Careers advice.</b></p>	<p>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.</p>	<p>Some of our pupils do not have high aspirations of what they want to achieve when they leave school.</p>	<p>Range of different roles to be invited into school via assemblies, PSHE curriculum, etc.</p>	<p>All staff</p>		<p>July 2020 – range of visitors including Paralympian Rachel Morris, Police to carry out Internet Safety with parents.</p>
<b>Total budgeted cost</b>					<p>£4960</p>	