

# Pupil premium strategy statement: Lea Primary School



1. Summary information					
School	Lea Primary School				
Academic Year	2018/19	Total PP budget	£8,220	Date of most recent PP Review	Nov 2018
Total number of pupils	135	Number of pupils eligible for PP	9	Date for next internal review of this strategy	Nov 2019

2. Current attainment		
Attainment for: 2017-18 Y6 (1 pupil)	Pupils eligible for PP	Total Pupils not eligible for PP
% achieving expected standard or above in reading, writing and maths	100% (national 70%)	85% (national 64%)
% achieving expected standard or above in reading	100% Progress 4.45 (national 0.31)	92% Progress 2.88 (national 0.03)
% achieving expected standard or above in writing	100% Progress 2.87 (national 0.24)	92% Progress 2.05 (national 0.03)
% achieving expected standard or above in maths	100% Progress -0.87 (national 0.31)	92% Progress 0.58 (national 0.03)
Attainment for: 2017-2018 Y2 ( 0 pupils)		
% achieving expected standard or above in reading, writing and maths	N/A	86%
% achieving expected standard or above in reading	N/A	95% (national 75%)

% achieving expected standard or above in writing	N/A	86% (national 70%)
% achieving expected standard or above in maths	N/A	90% (national 76%)
<b>Attainment for 2017-2018 Years 1 (1 pupil)</b>		
% achieving expected standard or above in reading, writing and maths	0%	67%
% achieving expected standard or above in reading	0%	90%
% achieving expected standard or above in writing	0%	76%
% achieving expected standard or above in maths	0%	67%
<b>Attainment for 2017-2018 Years 3 (2 pupils)</b>		
% achieving expected standard or above in reading, writing and maths	50%	71%
% achieving expected standard or above in reading	50%	76%
% achieving expected standard or above in writing	50%	71%
% achieving expected standard or above in maths	50%	82%
<b>Attainment for 2017-2018 Years 4 (1 pupil)</b>		
% achieving expected standard or above in reading, writing and maths	0%	77%

% achieving expected standard or above in reading	0%	77%
% achieving expected standard or above in writing	0%	77%
% achieving expected standard or above in maths	100%	92%
<b>Attainment for 2017-2018 Years 5 (2 pupils)</b>		
% achieving expected standard or above in reading, writing and maths	50%	79%
% achieving expected standard or above in reading	50%	85%
% achieving expected standard or above in writing	100%	89%
% achieving expected standard or above in maths	50%	79%
<b>Attainment for: 2017-2018 Y1 Phonics Screening Check ( 1 pupil)</b>		
% achieving expected standard	0%	90%
<b>Attainment for: 2017-2018 EYFS Good Level of Development (0 pupils)</b>		
% reaching GLD	No eligible pupils	School – 74 %, (national -71%)

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

#### **In-school barriers** (*issues to be addressed in school*)

<b>A.</b>	Social, emotional and personal well-being issues for some disadvantaged children which affects confidence, motivation and inhibits attitudes to learning.
<b>B.</b>	Writing and particularly Grammar, Punctuation and Spelling skills which impacts on sentence construction and consequently low writing attainment.
<b>C.</b>	Reading inference skills
<b>D.</b>	Barriers related to SEND

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

<b>E.</b>	Attendance for PP children which has been lower for individuals than that of other non-disadvantaged pupils.
<b>F.</b>	Punctuality
<b>G.</b>	Low level of support /routine at home, for example with reading and homework
<b>H.</b>	Access to mainstream school and outside agencies for those with SEND.

### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<b><i>Increased confidence and emotional well-being among targeted children.</i></b> This will result in increased engagement in lessons and resilience/behaviours for learning. This will impact positively on the quality of work in children's books.	<ul style="list-style-type: none"> <li>Learning walks show good engagement of PP children and no difference between their peers.</li> <li>Boxall profile outcomes before and after interventions show improved and increased self-confidence and resilience.</li> <li>All children will have access to all areas of the curriculum and will never be excluded from anything.</li> </ul>
<b>B.</b>	<b><i>Improve outcomes for pupil premium children in writing.</i></b> This will be achieved by Improving Grammar, Punctuation and Spelling skills to impact positively on children's application of correct sentence structure.	<ul style="list-style-type: none"> <li>The percentage of PP children reaching the expected standard will be equal to that of non PP children.</li> </ul>
	<b><i>Improve end of KS2 outcomes for disadvantaged pupils in writing</i></b>	<ul style="list-style-type: none"> <li>The success will be measured by an increase in the amount of children reaching the expected standard in writing.</li> <li>Those children that do not meet the expected standard must demonstrate good progress through work in their books and since KS1.</li> </ul>

<p><b>C.</b></p>	<p><b>Continue to narrow the gap for outcomes for disadvantaged children and their peers in reading.</b> Continue to Improve reading fluency and inference skills to diminish the difference between the amount of children reaching end of year expected standard. This will lead to higher outcomes for pupil premium children through the school. <b>Improve end of KS2 outcomes for disadvantaged pupils in reading.</b></p>	<ul style="list-style-type: none"> <li>▪ Continue to diminish the differences between attainment of disadvantaged children and other groups.</li> </ul>
<p><b>D.</b></p>	<p><b>Barriers related to SEND</b> Those disadvantaged pupils with SEND make the same progress as other pupils with SEND nationally. The success will be measured in pupil progress meetings.</p>	<ul style="list-style-type: none"> <li>• Pupils with SEND will be accessing the curriculum and making progress.</li> </ul>
<p><b>E.</b></p>	<p><b>Attendance</b> Continue to Improve attendance of those children eligible for Pupil Premium. This will be measured by the percentage of attendance rates in the register and will be monitored termly.</p>	<ul style="list-style-type: none"> <li>▪ Attendance of Pupil Premium children continues to improve to be in line with non-disadvantaged children.</li> </ul>
<p><b>F.</b></p>	<p><b>Punctuality</b> This will be measured by percentage of late marks in the register and will be monitored termly.</p>	<p>Punctuality of pupil premium children continues to improve to be in line with non-disadvantaged children and impacts on progress made.</p>
<p><b>G.</b></p>	<p><b>Extend the learning of the more able disadvantaged</b> to ensure exceeding in all areas and high aspirations for the future.</p>	<ul style="list-style-type: none"> <li>• Learning walks and books. Opportunities to identify future academic opportunities and life choices.</li> </ul>
<p><b>H.</b></p>	<p><b>Access to mainstream school and outside agencies for those with SEND</b> <b>Measured by attendance data and involvement with outside agencies</b></p>	<p>Attendance of pupil premium children with SEND will be in line with non-disadvantaged children and others with SEND.</p> <p>Outside agencies will support the pupil and the school in their specific areas of learning.</p>

## 5. Planned expenditure

Academic year

2018-19

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	Cost
Improve outcomes for pupil premium children in writing.	<p>Quality First Teaching through additional support from Teaching and Learning Assistants.</p> <p>Focussed short term targets, reviewed every 6 weeks based on SPAG.</p> <p>Teaching and Learning Assistant (TLA) intervention work in assembly time</p> <p>Additional TLA hours</p>	<p>Children who are not on track to meet end of year expectations will receive additional support to narrow differences. Intervention will be focussed on identified 'gaps' in writing.</p> <p>Increasing the amount of TLA support will mean extra additional time to work with our Pupil Premium children on specific areas of learning</p> <p>Extend more able disadvantaged though challenge and mentoring. Attend enrichment activities at cluster primary schools.</p>	Through the schools monitoring timetable: Learning Walks, work scrutiny and pupil progress review meetings.	<p>Teaching staff.</p> <p>Pupil Premium leader – RW and Headteacher KM</p>	£3920 (TLA extra support)
Improved reading fluency leads to higher outcomes for pupil premium children	<p>Quality First Teaching through additional support from Teaching and Learning Assistants.</p> <p>Teaching and Learning Assistant (TLA) intervention work in assembly time</p> <p>Additional TLA hours</p>	<p>Focus on hearing Pupil Premium children read and on increasing their comprehension and inference. This will be achieved through additional quality TLA support.</p> <p>Regular reading leads to improved fluency.</p> <p>Those children identified with a barrier to learning that relates to low level of support at home will be a particular focus. If they aren't getting it at home, we'll make sure they get it in school.</p>	Pupil progress meetings will review interventions given and progress made	Headteacher and Pupil Premium leader RW	

	TA training – dyslexia and precision teaching.	Volunteers to target PP children in reading.  <b>Annual purchase of Accelerated Reader to enable children to focus on increasing their enjoyment of reading and improve comprehension skills</b>			£100  £800
--	--	--	--	--	------------------

Improved reading at a higher level with variety of genre for the more able disadvantaged.	Quality First Teaching through additional support from Teaching and Learning Assistants.  Buy additional resources (magazines and higher level texts)	Encourage more able disadvantaged to wide genre and buy appropriate books.	Reading records. Talk to child.	Headteacher and Pupil Premium leader RW	£300
---	---	--	---------------------------------	---	------

--	--	--	--	--	--

## 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?
<p>Increased confidence and emotional wellbeing among those identified Pupil Premium children.</p> <p>Increased confidence results in shows increased engagement in lessons and impacts positively on the quality of work in children's books.</p>	<p>Socially Speaking programme for those identified Pupil Premium Children.</p> <p>Nurture group to personalise emotional and well-being needs.</p> <p>Forest Schools with targeted provision for building resilience. Ensure all children have appropriate clothing and equipment to access.</p> <p>All pp pupils have equal access to all educational visits and annual residential to ensure inclusivity.</p>	<p>•These are proven interventions which address the emotional and social needs of children. Its positive impact on children's social and emotional needs.</p>	<p>Termly pupil progress reviews to monitor progress of PP children and Boxall Profile results.</p>	<p>RW, SF</p>	



<p><b>iii. Other approaches</b></p> <p>Maintain the improvements in the attendance and punctuality of Pupil Premium children.</p> <p>Decrease the amount of persistent absences and late marks of PP children.</p>	<p>Continue to monitor attendance of Pupil Premium pupils. Termly monitoring.</p> <p>Maintain direct contact with parents to challenge poor attendance and lateness and build relationships.</p> <p>Breakfast Club – free provision for PP.</p> <p>Ensure breadth and balance across the curriculum. This includes a planned programme of trips, visits and enrichment activities covering a wide variety of subject areas. These are subsidised for PP children.</p>	<p>Improving attainment will link directly with improving the attendance and punctuality of this group of children in school. Decrease time for loss of learning.</p> <p>Early identification of poor/persistent attendance and punctuality.</p> <p>Families of disadvantaged pupils have access to support network to ensure pupils attend – Breakfast Club, After School Club free of charge.</p> <p>PP Pupils have ever increased motivation to attend and attendance and punctuality are improving to be more in line with other pupils.</p> <p>Disadvantaged pupils are motivated to attend school. There are many exciting opportunities to achieve across the curriculum.</p>	<p>Regular monitoring of absence - issues and trends with PP pupils.</p>	<p>RW KM</p>	<p>£1600</p> <p>£1500</p>
--	---	--	--	------------------	---------------------------

## 6. Review of expenditure

Previous Academic Year

2017-2018

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Impact:	Lessons learned	
<p>Improve SPAG skills to impact on sentence structure leading to improved writing outcomes.</p> <p>Reading fluency increase resulting in improved outcomes.</p>	<p>Quality First Teaching with additional Teaching Assistant intervention.</p>	<p>Writing outcomes for some children at the end of year remain lower than other pupils and other subjects. (although 100% achieved expected standard or above in writing at Y6 compared to 92% of pupils not eligible for pp)</p> <p>Reading outcomes for PP children improved and the gap between their attainment and other pupils. (100% achieved expected standard or above in writing at Y6 compared to 92% of pupils not eligible for pp )</p>	<p>Improving all outcomes for PP children continues to be a school priority.</p> <p>Continue to provide increased opportunities to hear PP children read and develop their inference skills. Continue to purchase accelerated reader</p>	

## ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
<p>Increased confidence and emotional well-being among those identified Pupil Premium children.</p> <p>Increased confidence results in increased engagement in lessons and impacts positively on the quality of work in children's books.</p> <p>Improve attendance.</p>		<p>A range of complex emotional and social needs were successfully addressed and are ongoing with all pupils.</p> <p>The resilience and confidence of those children eligible for pp has improved greatly and this has had an impact on the children's learning.</p> <p>Work scrutiny and lesson observations sand learning walks show there is little difference in the quality of work in books between PP and other children.</p> <p>PP children's engagement in learning in lessons is high.</p> <p>Attendance has improved and this has had an impact on the children's progress and learning .It is now in line with non PP children.</p>	<p>Continue to make PP children a focus in all monitoring activity. Adapt all proformas relating to this.</p> <p>Introduce more nurture provision to work alongside Forest Schools</p>	

## 7. Additional detail