

## Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Leen Mills Primary School				
<b>Academic Year</b>	2019-2020	<b>Total PP budget</b>	£73 920	<b>Date of most recent PP Review</b>	June 2018
<b>Total number of pupils</b>	380	<b>Number of pupils eligible for PP</b>	62 (Nov 19)	<b>Date for next internal review of this strategy</b>	Jan 2020

	Year 2 2019		Year 6 2019		
	Pupils eligible for PP	National Other	Pupils eligible for PP	Non PP (school)	National other (based on 2017-18)
<b>% working at the expected standard or above reading, writing and maths</b>			30%	57%	70%
<b>% working at the expected standard or above in reading</b>	80%	79%	40%	63%	80%
<b>% working at the expected standard or above in writing</b>	70%	74%	70%	81%	83%
<b>% working at the expected standard or above in GPS</b>			70%	74%	
<b>% working at the expected standard or above in maths</b>	80%	80%	60%	78%	81%

## 2. 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>	Pupil Premium children are achieving EXS+ in either R, W, M or RW, RM, MW but not all three combined.
<b>B.</b>	Whilst pupils are progressing from WTS to EXS, limited numbers progress from EXS to GDS
<b>C.</b>	Universal free school meals for EYFS and Key Stage One impact on the uptake for pupil premium applications meaning opportunity for early intervention is reduced
<b>D.</b>	Whilst the gap closed significantly last year, Pupil Premium children (especially girls) are less confident in maths

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

<b>E.</b>	Children are entering EYFS with lower levels of attainment than in previous years.
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## 3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A</b>	The number of Pupil Premium children achieving EXS+ RWM will increase, thus closing the gap between them and their peers.	By the end of KS 2, 50% of PP pupils will achieve EXS+ in RWM.
<b>B</b>	All year groups will have PP children achieving GDS in all subjects.	At least 10% of PP children will achieve GDS in R,W and M
<b>C.</b>	The number of children on the PP register will be more consistent across school. Interventions can be accessed at earlier point of development.	The % of PP children in EYFS and Key Stage 1 is not significantly different to KS2. PP funded interventions are established in EYFS
<b>D.</b>	Girls will become more confident in Maths.	The % of PP girls achieving EXS in Maths increases so it is more in line with the % of boys.
<b>E.</b>	PP children in EYFS will close the gap with their peers. <i>PP champion is currently investigating effective use of funding in Early Years and will add targeted support to document as it is implemented</i>	Targeted children will achieve a good level of development. Learning walks will evidence children have maximum learning opportunities

#### 4. Planned expenditure

Academic year

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?
The number of Pupil Premium children achieving EXS+ RWM will increase, thus closing the gap between them and their peers.	Targets set individually and as a year group  New whole school tracker to be implemented	Staff have a clear idea of how many children need to achieve EXS/GDS.  All information will be stored in one location making it easier to target children and monitor interventions Children who are working at EXS in two areas will be more easily identified.	Data analysis  ND involved in pupil progress meetings.	ND	Half termly  Half termly starting Nov 2019
All year groups will have PP children achieving GDS in all subjects.	Staff will target chn, who are EXS in all areas, to receive interventions in their strongest subject in order to accelerate progress	School need to increase number of children achieving GDS so it is more in line with National.	Monitor interventions Analyse progress on the new tracker	HO/ND ND	Half termly starting Nov 2019

PP girls will apply maths skills more confidently and accurately.	Children continue to work in mixed ability groups to encourage peer collaboration  Consolidation of APE sessions	Collaborative working, in which pairs or groups of mixed ability learners work together on a task, is recognised as being consistently positive and can add up to +5 months.  The new curriculum suggested that children do not progress to the next year group's objectives but rather develop a mastery of their own	Learning walks Pupil voice Observation notes  Specific APE sessions Work analysis	ND	Half termly
The number of children on the PP register will be more consistent across school. Interventions can be accessed at earlier point of development.	Information about Pupil Premium funding will be shared at new parent briefings, after admission to school and periodically throughout the year  Parents in EYFS?KS1, who have older children in receipt of PP, will be individually targeted	The universal free school meals programme masks the need for parents to apply for funding.	PP register	Kate Turner Liz Havill Nicola Davies	Termly
<b>Total budgeted cost</b>					No cost
<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>
The number of Pupil Premium children achieving EXS+ RWM	Switch on reading	EEF analysis showed that the intervention is effective for both boys and girls and for low attaining pupils.	Entry and exit data for each pupil accessing the intervention  NS will monitor	NS/CB/JS	Every 10 weeks

will increase, thus closing the gap between them and their peers.	Inference intervention/ speed reading	On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge	Entry and exit data for each pupil accessing the intervention  Class teachers/HO will monitor	Class teachers	Ongoing
	Phonics booster groups	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress	Learning walks Phonics screening	Russell Tew	Termly
	Topic organisers will be posted on dojo/sent out for children in all year groups.	Pupils will have the opportunity to meet new vocabulary prior to the lesson taking place. Parents will be upskilled in the topics their children will be studying. Parental engagement +3 months	Organisers displayed at front of school to ensure change Pupil voice Number of likes/ comments on Dojo	JE	April 2019
	Homework club once a week Y1/2, Y3/4 and Y5/6	Pupils who do not have access to IT at home/parental support can complete homework to the same standard as other pupils	Staff rota Registers of attendance	ND	Termly
PP girls will apply maths skills more confidently and accurately.	Reduced class sizes in y6 through the employment of an additional teacher	Model using additional teacher has allowed targeted support. EEF reducing class sizes +3 months	Data analysis Pupil progress meetings	Nicola Davies Karen Goldson	Following formal data points
	1-1, 1-2 tutoring with PP girls in Y6 priority	100% of pupils who have received 1-1, 1-2 tutoring over the past four years have achieved EXS in the end of key stage attainment tests.	Intervention monitoring Test results	Nicola Davies	Following formal data points
<b>Total budgeted cost</b>					£72 000
<b>iii. Other approaches</b>					

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>PP pupils will be ready to learn;</p> <p>The number of Pupil Premium children achieving EXS+ RWM will increase, thus closing the gap between them and their peers.</p> <p>All year groups will have PP children achieving GDS in all subjects.</p>	Treehouse/nurture	EEF Teaching and learning Social and emotional +4 months Reinforced by Boxhall Profile data	Children successfully integrated back into class Entry/exit Boxhall Profiles	Hayley Owen Treehouse staff Nicola Davies	Half termly
	Play Therapy	EEF teaching and learning toolkit Social and emotional learning +4 months impact	Children successfully integrated back into class Entry/exit Boxhall Profiles	Hayley Owen Treehouse staff	Half termly
	Lego Therapy	EEF teaching and learning toolkit Social and emotional learning +4 months impact	Children successfully integrated back into class Entry/exit Boxhall Profiles	Hayley Owen Treehouse staff	Half termly
	Lunch Club	EEF toolkit Behaviour interventions +4 months impact No learning lost as a result of lunchtime incidents	No learning lost as a result of lunchtime incidents - staff/pupil interviews Half termly meetings with MDS	Russel Tew	Dec. Mar, Jul
	Breakfast club	Opportunities to participate in social activities with support.	Feedback from breakfast club staff to class teachers on a need basis or termly	Russell Tew	
	Forces club	Support network for children who have travelled and are experiencing unique situations common with Army families	Lead member of staff with Army experience	Lisa Stones	January 2019 July 2019
	Funding for educational visits and residential trips.	Pupils in receipt of funding often have limited experiences outside the classroom	Trip letters will highlight discount available Number of PP children attending visits will be monitored	Nicola Davies Liz Havill	Before/after residential visits
<b>Total budgeted cost</b>					£2467

5. Review of expenditure				
Previous Academic Year		2018- 2019		
i. Quality of teaching for all				
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	Cost
The gap between the number of PP children and non PP children achieving EXS+ will be reduced in both reading and writing	<p>Targets set individually and as a year group</p> <p>Reading INSET as part of Forever reading project</p> <p>Twilights - using rainbow grammar as a tool for improving writing.</p>	<p>2017-2018 Gap between PP and non PP in reading was 47%. This was reduced to 40% in 2018-2019 (using last year's National other data). This was lower than the teacher assessment of 70%; 2 pupils narrowly missed EXS by 2 marks in the test. 2017-2018 Gap between PP and non PP in writing was 41%. This was reduced to 13% in 2018-2019. This was teacher assessed, but reinforced by the same 70% of pupils achieving EXS+ in the GPS test.</p> <p>The whole class reading sessions have allowed all children to access high quality reading texts; all pupils were able to discuss what they read and make inferences/predictions. The children, in the end of Key Stage assessments, were able to retrieve information to show understanding, but were not precise enough.</p> <p>All staff attended the twilight sessions, and have used rainbow grammar in the form of Rainbow Reading and Rainbow Writing. There is a better understanding, which will further improve with implementation</p>	<p>Individual and group targets will be set. This will happen at PP specific progress meetings</p> <p>Specific reading skills to be taught to all children in KS2; additional reading breakfast for Y6</p> <p>Rainbow read/write will continue to be used</p>	Supply cover for ND
PP pupils will apply maths skills more confidently and accurately	Children work in mixed ability groups to	100% of pupils work in mixed ability groups, and took responsibility for their own learning. Children achieving EXS at the end of KS2 increased to 60%.	Children will continue to access the maths curriculum in this way.	

	<p>encourage peer collaboration</p> <p>Development of APE sessions</p>	<p>Regular, planned APE sessions keep the profile high. They have also encouraged parental involvement (invited to the workshops). APE is still not evident in all PP books.</p>	<p>Teachers should encourage PP children to attempt APE activity in independent learning times</p>	
<p>All PP children have the same opportunity to achieve their potential</p>	<p>Pupils are seated in mixed ability learning groups</p> <p>SoL bars are used consistently. Disadvantaged pupils have the same opportunity to receive next steps/challenge activities and time to complete</p>	<p>Ofsted quote:</p> <p>Scrutiny of pupils' books indicates that most disadvantaged pupils make strong progress. Pupils have positive attitudes towards their work and are keen to grasp key skills. They have opportunities to practise these and so they can use these skills independently. The gap between the attainment of disadvantaged pupils and their peers is closing.</p>	<p>Pupils will continue to learn in this way</p>	
<p>ii.</p>				
<p>The gap between the number of PP children and non PP children achieving EXS+ will be reduced in both reading and writing</p>	<p>Switch on reading</p>	<p>100% of children who received Switch On reading closed the gap; they left the intervention at age related or one band below.</p>	<p>Helps with fluency and accuracy but does not always enhance understanding. Pupils who access this should, when the gap has closed, be tracked closely for understanding and offered an alternative intervention if necessary eg inference</p>	



	Inference intervention/speed reading	Speed reading was carried out in Y6. All pupils who undertook the intervention increased the speed at which they read to be age expected; this ensured all completed all sections of the SAT at the end of the year.	Speed reading will be used during the Spring term	
	Phonics booster groups	67% of PP children achieved EXS in phonics in Y1; this is a 4% increase on the previous year.	90% of pupils achieved the EXS in phonics in Year 1; this is in excess of both local and national figures.  Whilst there was a in the number of PP pupils achieving EXS, there is still a gap. The intervention should continue but those PP children not achieving EXS should also receive a more targeted program.	
PP pupils will apply maths skills more confidently and accurately	Reduced class sizes in Y6 through the employment of an additional teacher	The number of PP children attaining EXS+ rose from 36% baseline to 60% in the end of year test. The increase for all pupils was from 55% to 70%.	The change in the way the additional teacher was used had a great impact on the number of PP achieving EXS. Due to the accelerated progress, this will continue in the same way as 2018 to 2019	
	First class maths	100% of pupil premium children who received the intervention closed the gap. It continues to show accelerated progress between 12-18 months over a six month period	More TAs need training in the delivery of First Class maths to allow a greater access	
Y6 pupils are supported so that their social/emotional issues lessen	Treehouse/nurture	Behaviour in the classroom and around school was good-outstanding during 100% learning walks/lesson observations. Low level behaviour incidences were seen to remain low during the recent OFSTED  Pupils are better equipped to manage emotions and have improved self esteem - 100% have had shown improvement in their Boxhall profile scores. Again, it was particularly effective in helping the Y6 pupils with friendship issues, developing confidence and helping them achieve full potential.	All of the interventions used to support children emotionally/parents financially will continue to run.	

	Play Therapy	Both play therapy rooms used as timetabled 100% of the time. All children who were referred for play therapy were provided with opportunity to access this, helping to remove exterior barriers to learning. Referral and evaluation forms track the successes of pupils who undertake this.	
	Lego Therapy	An intervention used for the first time this year, both as one to one and small group depending on the needs. All children who entered, left with an improved self esteem. This intervention helped raise resilience through problem solving, co operation and communication skills; all of these were seen to transfer to the classroom/playtime settings	
	Lunch club	Lunchtime behaviour remained good; there were no lunchtime exclusions. Was regularly accessed by over 40% of the PP children. Social skills of the regular attendees was observed including correct table manners, appropriate use of cutlery, and participating in a range of group/partner	
	Breakfast club	Breakfast provision continued to be popular for children accessing PP funding, especially Ever 6.  The pupils not only receive a breakfast but also develop lifeskills through the 'apprenticeship' scheme offered by the site manager.	

	Forces club	<p>100% of Service children accessed the Forces club, the success rate was increased as a regular slot during the week was provided, and differentiated for KS1 and KS2. The pupils forged a close network.</p> <p>The Forces club took the additional responsibility of selling Poppies in the week prior to Remembrance Sunday.</p>		
iii.				
Children have improved oral/communication skills and a wider understanding of vocabulary	Involvement in the EKLAN project	<p>By the end of the year PP children in EYFS were broadly in line with their peers in standards associated with Listening and Attention and Understanding (2% gap). Speaking was consistent with the above mentioned standards at 86% but there was a slightly higher gap of 6% with their peers.</p> <p>Np PP pupil achieved exceeding in this area</p>	The skills/principles gained from this project will continue to be applied. PP children will be targeted, especially those with a possibility of achieving exceeding	
	EYFS will work more closely with other schools, as part of the Language Network, and pre-school settings, by offering support in the teaching of phonics	Too early to measure impact, will be measured at the end of the 20019-2020 academic year		