

2018-2019 Leominster Primary School Premium Strategy Statement

Academic Year	2018-2019	Total PP budget	£218,810	Date of most recent PP review	September 2018
Total number of pupils	602 (January 18 census)	Number of pupils eligible for PP	168	Date for next internal review of the PP strategy	December, 2019 Final review – July 2020

Barriers to future attainment for pupils eligible for PP

	In School Barriers
1	Low baseline on entry to Nursery and Reception. Pupils generally and PP pupils in particular enter school with below expected language, numeracy and social and emotional skills.
2	A high proportion of under attaining PP pupils are on the school's SEN Register
3	Emotional and social issues are prevalent among the school's PP pupils.
4	Attendance is low among a minority of the school's PP pupils: 16.3 % had attendance data which fell below 90% (for the year 2017-2018) 56.7% fell below 95%
	External Barriers
5	A significant number of the school's PP families live in areas where deprivation is high which limits the experiences on offer to some families (3 of the LSOAs serviced by the school are amongst the 10% to 20% most deprived in England) . Leominster – Ridgemoor remains the most deprived in the county with almost 2 in 5 children experiencing income deprivation. This is reinforced by the fact that Leominster has some of the

	highest rates of claiming out-of-work benefits in the county and some of the most employment deprived areas in Herefordshire.
6	Leominster has relatively low levels of qualifications/ adults skills amongst the working age population which impacts upon the levels of support from home as some of our PP parents have low literacy and numeracy skills and prioritisation of academic attainment; this is reinforced by the fact that Leominster has some of the highest rates of claiming out-of-work benefits with the highest rates of long-term claiming.
7	Leominster Town is the second most prominent area in the county for antisocial behaviour incidents. Residents are consistently the most likely in the county to perceive there to be a high level of anti-social behaviour in their local area; this is reflected in the behavioural needs of some PP pupils within the school
8	Hospital admissions for alcohol related admissions is rated as 'high' for Leominster in comparison to the rest of Herefordshire.

The School's Strategies To Address The Barriers To Learning For PP Pupils

Desired Outcome	Strategy	Rationale for strategy	How impact will be measured	Staff lead	Review of implementation
Accelerate progress for KS2 PP pupils (including PP pupils working at greater depth) in English and mathematics in Yr. 6 in order to raise attainment to at	Employment of an additional full time teacher in Yr. 6 to enable (i) the flexible targeting of PP pupils in English and mathematics through an additional target	Evidence from the use of this strategy demonstrates effectiveness of this approach on accelerating progress.	Evaluation of assessment data; progress meetings; learning walks and observations; work scrutiny; pupil voice	T. Mamak H. Rees	Termly

<p>least national averages and diminish the difference with non-PP pupils nationally</p>	<p>set in the morning (ii) to release Yr. 6 class teachers to provide bespoke English and mathematics interventions, addressing misconceptions from the morning lessons or pre-teaching Redistributed support staff into year 6 to target borderline pupils.</p>	<p>EEF research on use of TAs EEF research on small group tuition</p>			
<p>To raise the attainment of disadvantaged pupils through developing the quality of teaching and learning</p>	<p>Establish baseline attainment for every disadvantaged pupil at the start of the year from 2018 assessments, identify under attaining disadvantaged pupils and HA disadvantaged pupils Class teachers compile class profiles establishing PP pupils</p>	<p>Evidence of the impact of QF teaching Evidence of impact of interventions Evidence of impact of English and mathematics co-ordinators on teaching and learning</p>	<p>Lesson observations and learning walks Work scrutiny Co-ordinator reports Tracking data</p>	<p>DHT(S), DHT(P), AHTs, CTs, TAs, SENCo, English and mathematics co-ordinators; AT onwards</p>	<p>Termly</p>

	<p>which inform Pupil Progress meetings</p> <p>Pupil Progress meetings set attainment targets for under attaining and HA disadvantaged pupils and W 1, W 2 and W 3 strategies to raise attainment are established</p> <p>Working with teaching school to evaluate current strategies across a range of school and devise new strategies to raise attainment.</p> <p>Development of personalised programmes for PP pupils underachieving.</p> <p>DHT(S) carries out interim work scrutiny</p>	<p>Evidence of impact of use of tracking system for targeting</p>			
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	<p>between PP meetings focused on the progress of under attaining and HA disadvantaged pupils</p> <p>Co-ordinator work scrutiny should always include PP pupils</p> <p>Training is provided to TAs responsible for delivery of interventions</p> <p>Intervention delivery is monitored</p> <p>EQTA meetings with AHTs and English and mathematics data to evaluate the effectiveness of provision and agree actions. Focus upon disadvantaged pupils within the</p>				
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	<p>Performance Management cycle</p> <p>CPD for teachers and TAs develop effectiveness of planning and delivery</p> <p>Guidelines re. Strategies for disadvantaged pupils for teachers to use in class as part of Quality First teaching established.</p> <p>Continue to develop teacher understanding of the use of assessment at the start of lessons and within lessons to meet the needs of the pupils</p> <p>Continued development of teacher understanding of scaffolding learning</p>				
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	to meet challenge, including deepening and modelling and scaffolding strategies				
Accelerate progress from low baselines for PP pupils in Nursery and Reception to ensure attainment across all abilities is at least national average by the end of FS and the difference is diminished	<p>Establish areas of need on entry and plan curriculum accordingly</p> <p>Establish an intervention programme</p> <p>Curriculum workshops for parents</p>	Low standards across all areas on entry	Evaluation of assessment data; progress meetings; impact of interventions data; learning walks and observations; work scrutiny; pupil voice	<u>H. Lynch</u>	Termly
Yr. 1 and 2 PP pupil phonics attainment is at least in line with national averages	<p>PP pupils in Y2 are in teacher led phonics groups and guided reading groups. Phonics knowledge in Y1 and Y2 is reinforced across the curriculum</p> <p>PP pupils are specifically targeted</p>	Previous data has demonstrated the effectiveness of settings and interventions	Evaluation of assessment data; progress meetings; impact of interventions data; learning walks and observations; end of year phonic screening	H. Rees H.Lynch G. Eckly- Gardner	Half termly

	<p>through interventions if necessary</p> <p>Y1 and Y2 pupils are grouped according to stage for phonics teaching and moved to a higher group when appropriate.</p> <p>Y2 pupils are in a teacher led phonics group.</p>				
<p>Responsibility and accountability for provision for PP pupils is strategic and effective</p>	<p>The DHT (standards) has overall responsibility for developing, implementing and evaluating the school's strategies to address the needs of PP pupils who face barriers to learning</p>	<p>Need to ensure clear and accountable leadership of PP provision</p>	<p>Pupil Premium Strategy in place</p> <p>Implementation is monitored and evaluated</p> <p>Data re. PP pupil attainment and progress</p>	<p>H. Rees</p>	<p>Half-termly</p>
<p>SEN provision meets the needs of PP pupils with SEN and that accelerated progress for SEN pupils diminishes the difference between</p>	<p>As a whole school measure, to review SEN provision, formulate new strategies to raise SEN attainment and implement new strategies.</p>	<p>Recommendations that reflect the impact of good practice in a high achieving school.</p>	<p>Evaluation of assessment data and PCEPs; progress meetings; impact of interventions data; learning walks and observations; work scrutiny; planning</p>	<p>H. Lynch (Line manager, SEN) SENCo H. Rees_(Standards)</p>	<p>Termly</p>

SEN PP pupils and non-SEN PP pupils	For PP pupils in particular, part funding of SENCOs and additional SEN TAs to target PP/SEN attainment through (i) enhanced support for teacher planning (ii) enhanced targeted teacher and TA support within lessons (iii) enhanced provision of interventions PP Mentor system	J. Hattie's research evaluation re. not labelling pupils EEF research on use of TAs to add value to teacher responsibility Evidence from previous in-school interventions	scrutiny; pupil voice; parental voice		
PP progress accelerates and attainment is raised to at least national averages and the difference with non-PP pupils nationally is diminished	Part fund the employment of TA staff across all phases to support PP pupils through interventions	Impact of last year's TA interventions EEF research on use of TAs to add value to teacher responsibility EEF research on small group tuition	Evaluation of assessment data; progress meetings; impact of interventions data; observations; work scrutiny; pupil voice	Helen Rees Helen Lynch	At end of interventions
Appropriate support for PP pupils with social, emotional and mental health needs so that those pupils	As a whole school approach, implement, monitor and evaluate the PHSE programme.	School curriculum based on good practice of national PHSE Association curriculum	Monitoring of behaviour records and plans	Helen Rees Helen Lynch Catherine Fletcher Lucy Jones Jack Powell Jones	Half-termly

<p>can accelerate progress without impediments</p>	<p>Trained SEN TAs provide programmes that support the emotional and social development of some PP pupils</p> <p>Family support team and Early help worker to work with identified PP families to support family strategies to address barriers.</p> <p>Behaviour management training and advice for staff from external agencies</p> <p>Individualised behaviour support programmes</p> <p>PP Mentor system</p>	<p>External advice from accredited external advisers</p> <p>Evidence of previous year's individualised behaviour programmes</p> <p>EEF research on behaviour interventions</p> <p>Evidence from monitoring of FST caseloads</p>	<p>Falling rate of exclusions</p> <p>Pupil voice</p> <p>Lesson observations</p> <p>SENCOs evaluations of interventions</p> <p>FST case studies</p> <p>Work scrutiny</p> <p>Pupil Progress meetings</p>	<p>Joley Tan</p>	
<p>High rates of attendance for PP pupils without a</p>	<p>Safeguarding manager and EWO to target all attendance</p>	<p>Impact evidence from previous attendance actions</p>	<p>Attendance reviews</p>	<p>Tracey Lewis (EWO) Helen Rees Lucy Jones</p>	<p>Attendance reviews fortnightly</p>

<p>difference between attendance rates for PP and non-PP pupils</p>	<p>concerns and PP attendance concerns in particular through monitoring reviews, action plans, family and pupil interventions, reward systems and use of external agencies</p> <p>Subsidise places at the Breakfast club for targeted disadvantaged pupils and devise activities that develop their reading and language skills</p> <p>PP Mentor system</p>	<p>and PP attendance in particular.</p> <p>Research on the link between attendance rates and attainment outcomes.</p>	<p>Pupil Progress Meetings</p> <p>Attendance rate data</p> <p>Attendance reports to HT</p> <p>Attainment data</p> <p>Case studies</p> <p>Work scrutiny</p>		<p>Attainment data evaluations termly</p>
<p>The school's parental partnership with parents/ carers of PP pupils supports the school's strategies to raise the attainment of PP pupils</p>	<p>Employment of a Family Support Team and use of Early help worker to work with some families whose children receive PP funding</p>	<p>Evidence from monitoring of FST caseloads in previous year</p> <p>Evidence from monitoring of EWO attendance caseloads</p>	<p>FST caseloads and case studies</p> <p>EWO case studies</p> <p>Attendance data</p>	<p>H. Rees</p> <p>H. Lynch</p> <p>AHTs</p> <p>Tracy Lewis</p> <p>Lucy Jones</p>	<p>Half termly</p>

	<p>Part funding of termly parent curriculum workshops in reading, phonics, writing, mathematics and SEN</p> <p>Development of literacy and numeracy skills of parents</p> <p>1:1 meetings with parents of PP pupils whose barriers to learning are not being eroded</p>	<p>and attendance data in previous year</p> <p>Parental feedback re. curriculum workshop impact on parent understanding of how to support their child's learning from previous year</p> <p>Low level of skills identified by deprivation indices amongst some of the parent body</p> <p>Triple P parenting EYFS skills workshops</p>	<p>Timetable of curriculum workshops</p> <p>Timetable of parent literacy and numeracy programmes</p> <p>Pupil voice</p> <p>Parental feedback</p> <p>Pupil Progress meetings</p>	<p>Jack Powell Jones</p>	
<p>The experiences on offer to PP pupils beyond the classroom addresses any cultural deficits, raises aspirations and self-esteem, enriches love of learning and improves the quality</p>	<p>Subsidies for enrichment activities (musical, sporting, cultural, social) within school and for trips</p> <p>Provision of free or subsidised access to extra-curricular clubs</p>	<p>Pupil and parent feedback on enrichment activities</p> <p>Impact on quality of writing</p> <p>Low take up by PP families in for clubs</p>	<p>Pupil voice</p> <p>Evaluations from staff on impact of activities on pupils</p>	<p>H. Rees</p> <p>H. Lynch</p> <p>AHTs</p>	<p>Half termly</p>

of writing and language	(including breakfast club)				
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