

2018-2019 Leominster Primary School Premium Strategy Statement

PP KS2 SATS 2019

Cohort 2019: 74 pupils. 36 pupils 49% PP. 10/36 are also SEN (27%)

Attainment

Expected

Subject	% of PP at expected 2018	% of PP at expected 2019	National Disadvantaged 2019	National Non Disadvantaged 2019
Reading	43%	58%	62%	78%
GPs	53%	58%	67%	83%
Writing	63%	69%	68%	83%
Maths	60%	75%	67%	84%
R/W/M	47%	53%	51%	71%

Greater depth

Subject	% at greater depth 2018	% at greater depth 2019	National Disadvantaged 2019	National Non Disadvantaged 2019
Reading	17%	14%	17%	31%
GPs	29%	22%	24%	41%
Writing	14%	19%	11%	24%
Maths	14%	3%	16%	31%
R/W/M	7%	0%	5%	13%

PP with SEN

	Maths	Reading	Writing
EX 2019	2/10 (20%)	2/10 (20%)	2/10 (20%)
Ex 2018	1/7 (14%)	0/7 (0%)	0/7 (0%)
GD2019	0/10 (0%)	1/10 (10%)	1/10 (10%)
GD 2018	0/7 (0%)	0/7 (0%)	0/7 (0%)

PP NO SEN

	Maths	Reading	Writing
EX 2019	26/27 (96%)	20/27 (74%)	24/27 (89%)
Ex 2018	14/21 (67%)	11/21 (52%)	16/21 (76%)
GD 2019	1/27 (4%)	4/27 (15%)	6/27 (22%)
GD 2018	3/21 (14%)	6/21 (29%)	4/21 (19%)

Progress 2019

Average progress for disadvantaged pupils in reading, writing and maths

	Reading	Writing	Maths
Progress score for disadvantaged pupils	-2.07	0.79	0.47
Confidence interval	-4.1 to 0.0	-1.1 to 2.7	-1.3 to 2.3
Number of disadvantaged pupils	35	35	35
Disadvantaged pupils with adjusted scores	1	1	0
National average for non-disadvantaged pupils	0.32	0.27	0.37
National average for disadvantaged pupils	Like-for-like 0.62	Like-for-like 0.50	Like-for-like 0.71

Prior attainment of disadvantaged pupils - 3 year trends

2017		2018		2019	
Non-dis	Dis	Non-dis	Dis	Non-dis	Dis
38	32	50	29	36	35
16.24	14.97	16.38	14.21	16.72	15.36

Review of expenditure																																																													
Previous Academic Year 2018-19			PP 2018-19 (Financial year) £218,810																																																										
i. Quality of teaching for all																																																													
Desired outcome	Chosen action / approach	Estimated impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate</i>	Lessons learned <i>(and whether you will continue with this approach)</i>	Cost																																																									
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 least national averages and diminish the difference with non-PP pupils nationally	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 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>In year 6 progress</p> <table border="1"> <thead> <tr> <th>Progress</th> <th>Ex</th> <th>More</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>89%</td> <td>47%</td> </tr> <tr> <td>Reading</td> <td>86%</td> <td>53%</td> </tr> <tr> <td>Writing</td> <td>100%</td> <td>75%</td> </tr> <tr> <td>R/W/M</td> <td>100%</td> <td></td> </tr> </tbody> </table> <p>Looking at figures published in the top table the gap is smaller than the previous year. When comparing our PP pupils with national figures we compared better in writing, maths and R/W/M combined for expected.</p> <p>Attainment at expected. A rise across all subjects when compared with the previous year. In writing and maths either broadly in line or above national disadvantaged pupils.</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>% of PP at expected 2018</th> <th>% of PP at expected 2019</th> <th>National Disadvantaged 2019</th> <th>National Non Disadvantaged 2019</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>43%</td> <td>58%</td> <td>62%</td> <td>78%</td> </tr> <tr> <td>GPs</td> <td>53%</td> <td>58%</td> <td>67%</td> <td>83%</td> </tr> <tr> <td>Writing</td> <td>63%</td> <td>69%</td> <td>68%</td> <td>83%</td> </tr> <tr> <td>Maths</td> <td>60%</td> <td>75%</td> <td>67%</td> <td>84%</td> </tr> <tr> <td>R/W/M</td> <td>47%</td> <td>53%</td> <td>51%</td> <td>71%</td> </tr> </tbody> </table> <p>PP with SEN</p> <table border="1"> <thead> <tr> <th></th> <th>Maths</th> <th>Reading</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td>EX 2019</td> <td>(20%)</td> <td>(20%)</td> <td>(20%)</td> </tr> <tr> <td>Ex 2018</td> <td>(14%)</td> <td>0%</td> <td>(0%)</td> </tr> </tbody> </table>	Progress	Ex	More	Maths	89%	47%	Reading	86%	53%	Writing	100%	75%	R/W/M	100%		Subject	% of PP at expected 2018	% of PP at expected 2019	National Disadvantaged 2019	National Non Disadvantaged 2019	Reading	43%	58%	62%	78%	GPs	53%	58%	67%	83%	Writing	63%	69%	68%	83%	Maths	60%	75%	67%	84%	R/W/M	47%	53%	51%	71%		Maths	Reading	Writing	EX 2019	(20%)	(20%)	(20%)	Ex 2018	(14%)	0%	(0%)	<p>Reading and greater depth are areas for us to focus on next academic year. Approach was successful particularly for progress. Our PP pupils perform well. The pupils who do not perform as well have another barrier to learning (SEN)</p>	Teacher + 4 support staff: £73,592
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<p>To raise the attainment of disadvantaged pupils through developing the quality of teaching and learning</p>	<p>Establish baseline attainment and targets 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 which inform Pupil Progress meetings discuss W 1, W 2 and W 3 strategies to raise attainment are established. DHT(S) carries out interim work scrutiny between PP meetings focused on the progress of under attaining and HA disadvantaged pupils Co-ordinator work scrutiny should always include PP pupils EQTA meetings with AHTs and English and mathematics data to evaluate the effectiveness of provision and agree actions. Focus upon disadvantaged pupils within the Performance Management cycle CPD for teachers and TAs develop effectiveness of planning and delivery Guidelines re. Strategies for disadvantaged pupils for teachers to use in class as part of Quality First teaching established. 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 Continued development of teacher understanding of scaffolding learning to meet challenge, including deepening and modelling and scaffolding strategies</p>	<table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>PP no SEN</th> </tr> </thead> <tbody> <tr> <td>M</td> <td>57%(50%)</td> <td>77%(67%)</td> </tr> <tr> <td>R</td> <td>56%(47%)</td> <td>75%(72%)</td> </tr> <tr> <td>W</td> <td>50%(40%)</td> <td>69%(56%)</td> </tr> </tbody> </table> <p>All PP pupils across school Rise in previous year which is in brackets. Our PP pupils perform well. The pupils who do not perform as well have another barrier to learning (SEN)</p>		PP	PP no SEN	M	57%(50%)	77%(67%)	R	56%(47%)	75%(72%)	W	50%(40%)	69%(56%)	<p>Approach successful</p>	<p>£30,000</p>				
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<p>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>	<p>Establish areas of need on entry and plan curriculum accordingly. Establish an intervention programme Curriculum workshops for parents</p>	<p>EYFS data:</p> <table border="1" data-bbox="801 320 1256 523"> <thead> <tr> <th>Subject</th> <th>PP baseline</th> <th>PP GLD</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>4%</td> <td>70%</td> </tr> <tr> <td>Writing</td> <td>10%</td> <td>70%</td> </tr> <tr> <td>Maths</td> <td>10%</td> <td>75%</td> </tr> <tr> <td>SS and M</td> <td>14%</td> <td>70%</td> </tr> </tbody> </table> <p>(previous year) Overall GLD was 73% for all pupils and 65% for PP pupils which is a rise of 9% as the previous year was 56%</p>	Subject	PP baseline	PP GLD	Reading	4%	70%	Writing	10%	70%	Maths	10%	75%	SS and M	14%	70%	<p>Approach successful</p>	<p>£ 5,025 (talk boost)</p>
Subject	PP baseline	PP GLD																	
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<p>Yr. 1 and 2 PP pupil phonics attainment is at least in line with national averages</p>	<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 Y1 and Y2 pupils are grouped according to stage for phonics teaching and moved to a higher group when appropriate. Y2 pupils are in a teacher led phonics group.</p>	<p>Year 1:</p> <table border="1" data-bbox="801 740 1137 828"> <thead> <tr> <th>All</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>85%</td> <td>71% (50%)</td> </tr> </tbody> </table> <p>Year 2:</p> <table border="1" data-bbox="801 922 1131 1010"> <thead> <tr> <th>All</th> <th>NAT</th> </tr> </thead> <tbody> <tr> <td>76% (21/29)</td> <td>68%</td> </tr> </tbody> </table>	All	PP	85%	71% (50%)	All	NAT	76% (21/29)	68%	<p>Approach successful</p>	<p>No additional cost</p>							
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<p>SEN provision meets the needs of PP pupils with SEN and that accelerated progress for SEN pupils diminishes the difference between SEN PP pupils and non-SEN PP pupils</p>	<p>As a whole school measure, to review SEN provision, formulate new strategies to raise SEN attainment and implement new strategies. 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</p>	<p>Reading interventions carried out in year 1 were successful. 82% (9/11 pupils) made better than expected progress. All but 2 pupils are now reading age appropriate books.</p> <p>Talk for writing was successful with 87% of pupils achieving or exceeded expectations.</p> <p>Stair way to spelling was successful with 78% of pupils achieving or exceeding expectations.</p> <p>Speech and language interventions were carried out last year and she worked with a range of pupils</p> <p>All the children she worked with made progress and all were reviewed by their individual speech and language therapists. All the meetings were successful and the therapists were pleased with the children's progress and the support in place. Each child was reviewed either in clinic or in school with a 1:1 appointment with the therapist and SD. The therapists reported back to the SENCO that the support in school was positively impacting on the child, helping them to make progress and achieve their individual targets.</p>	<p>Approach successful. Next year PP pupils need to be tracked more carefully in regards to interventions.</p>	<p>SEN staff: Reading, talk for writing and stair way to spelling £6,579 Speech and language: £2,376</p>
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ii. Targeted support												
Desired outcome	Chosen action / approach	Estimated impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate</i>	Lessons learned <i>(and whether you will continue with this approach)</i>	Cost								
Yr. 1 and 2 PP pupil phonics attainment is at least in line with national averages	PP pupils are specifically targeted through interventions if necessary	Year 1: <table border="1"> <tr> <td>All</td> <td>PP</td> </tr> <tr> <td>85%</td> <td>71% (50%)</td> </tr> </table> Year 2: <table border="1"> <tr> <td>All</td> <td>NAT</td> </tr> <tr> <td>76% (21/29)</td> <td>68%</td> </tr> </table>	All	PP	85%	71% (50%)	All	NAT	76% (21/29)	68%	Approach successful	LA: phonics interventions
All	PP											
85%	71% (50%)											
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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	100% of Y4 pupils made expected progress. 66% made better than expected progress. All left reading age appropriate books and had met age expected expectations. 67% of Y5 pupils made expected or better than expected progress. 50% of Y4 pupils made expected or better than expected progress Y1 TA reading interventions – 100% expected progress and 50% accelerated progress.	Ensure a high % of the intervention are PP pupils. Also ensure evidence is collected and impact assessed termly.	20% of TA salaries (maths, phonics, reading) £18,000 additional reading intervention - £2,152								
Appropriate support for PP pupils with social, emotional and mental health needs so that those pupils can accelerate progress without impediments	As a whole school approach, implement, monitor and evaluate the PHSE programme. Trained SEN TAs provide programmes that support the emotional and social development of some PP pupils	Cool kids – 83% achieved the expected outcome with 17% exceeding expectations. Elsa – 71% achieved expectations Wellbeing – 33% achieved and 3% exceeded expectations.	Ensure a high % of the intervention are PP pupils. Also ensure evidence is collected and impact assessed termly. PP mentors need allocated time on a timetable to see pupils regularly to assess impact.	Cool kids and PE coach - £10,800 PP mentors - £35,000 Well-being work £4,278 Elsa - £3,100 Student & Family Support Worker - £15,860								

	<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>Well-being needs to continue as 33 pupils did benefit but it needs to be more closely monitored to get better outcomes.</p>	<p>Student & Family Support Manager - £7,342</p>
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iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate</i>	Lessons learned <i>(and whether you will continue with this approach)</i>	Cost
To raise the attainment of disadvantaged pupils through developing the quality of teaching and learning	<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>	This was introduced in the Summer term so impact will be evaluated through the next academic year	On going	
High rates of attendance for PP pupils without a difference between attendance rates for PP and non-PP pupils	Safeguarding manager and EWO to target all attendance concerns and PP attendance concerns in particular through monitoring reviews, action plans, family and pupil	Attendance is monitored on a daily basis by the Safeguarding Manager for any children who are absence, authorised or unauthorised, or late. This is done via sending parent mail, making phone calls, sending	In December 2018 26.6% of our pupil premium children were persistent absentees, under 90%. This percentage had reduced to 20.9% by the end of the school year.	Learning Mentor, Safeguarding Mgr, HSLO roles £28,603

	<p>interventions, reward systems and use of external agencies Subsidise places at the Breakfast club for targeted disadvantaged pupils and devise activities that develop their reading and language skills PP Mentor system</p>	<p>emails or completing home visits to ensure children are only absent from school for genuine reasons and the whereabouts of all children is known. This is done for both statutory age and non-statutory school age children so parents understand schools expectations. Weekly meeting are held between the Safeguarding Manager and Home School Liaison Officer to identify those children whose attendance is a cause for concern, this includes children whose attendance is below 92% or where there are new unauthorised absences. Pupil Premium children are identified within this. Pastoral or legal action to promote positive attendance is decided at these meetings. Half termly certificates are provided to all children whose attendance is above 96% for that half term. Termly letters are sent to all parents of children whose attendance is above 96% or where there has been noticeable improvement in attendance. There is a termly event for all children who have achieved 100% attendance for that term</p>	<p>This approach was successful and needs to continue.</p>	
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<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 Part funding of termly parent curriculum workshops in reading, phonics, writing, mathematics and SEN Development of literacy and numeracy skills of parents 1:1 meetings with parents of PP pupils whose barriers to learning are not being eroded</p>	<p>From 2018/2019 Emmy Newton, Link Early Help Family Support Worker, supported 12 children who attended Leominster Primary School alongside their siblings. Within the Early Help Plan 5 out of the 12 school aged children at the time of the assessment were identified as having an attendance of under 90% and therefore a persistent absentee from school. Although not all children are referred for support directly relating to attendance parenting support regarding routines and boundaries is a common theme across all of the families. All children that were supported by Emmy Newton were pupil premium children.</p>	<p>Approach successful and needs to continue. We have a further 10 pupils on the waiting list for the next academic year.</p>	<p>No additional cost</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 of writing and language</p>	<p>Subsidies for enrichment activities (musical, sporting, cultural, social) within school and for trips Provision of free or subsidised access to extra-curricular clubs (including breakfast club) Outside of school – swimming lessons and football club.</p>	<p>42 pupils benefitted from trips subsidies for our residential trips. 5 pupils for breakfast club. 3 had music lessons paid for. 1 pupil had after school swimming lessons and 1 for outside football coaching. Horse riding saw a 100% of pupil make expected progress and 33% exceeded expectations.</p>	<p>A number of pupils benefitted from a wide range of opportunities that they may not have had the opportunity to experience so this approach needs to continue.</p>	<p>£3,270</p>
<p>Total Spend:</p>			<p>£245,977</p>	

