

## 2019-2020 Leominster Primary School Premium Strategy Statement - updated March 2020

1. Summary information					
<b>Academic Year</b>	2019-2020	<b>Total PP budget</b>	£216,358	<b>Date of most recent PP review</b>	October 2019
<b>Total number of pupils</b>	574 ( Incl nursery) October 2019 Census	<b>Number of pupils eligible for PP</b>	158 (28%) September 2019	<b>Date for next internal review of the PP strategy</b>	March 2020

2. Current attainment KS2			
At expected	Pupils eligible for PP	Pupils eligible for PP (national average)	Pupils not eligible for PP (national average)
% achieving expected or above in reading, writing and maths	53%	51%	70%
% achieving expected or above in reading	56%	64%	80%
% achieving expected or above in writing	69%	67%	83%
% achieving expected or above in maths	75%	64%	81%

2. Current attainment KS2			
At greater depth	Pupils eligible for PP	Pupils eligible for PP ( national average)	Pupils not eligible for PP (national average)
% achieving expected or above in reading, writing and maths	0%	4%	12%
% achieving expected or above in reading	14%	18%	33%
% achieving expected or above in writing	19%	11%	24%
% achieving expected or above in maths	3%	14%	28%

<b>3. Barriers to future attainment ( for pupils eligible for PP)</b>	
<b>In School Barriers</b>	
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 16% are SEN (76 pupils) and 55% ( 42/76) are PP with SEN.
3	Emotional and social issues are prevalent among the school's PP pupils.
4	Attendance is low among a percentage of the schools pupil premium children: 20.9% had attendance data which fell below 90% and 56.6% fell below 95% for the year 2018-2019.
5	Reduction in staffing due to budgetary restraints.
<b>External Barriers</b>	
6	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 among the most deprived in the country with almost 31% of people 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.
7	19% of people in Leominster town are living in income deprived households. 21% of children live in income deprived households compared to 14% countrywide, with 25% of children in Leominster town living in income deprived households.
8	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. 15% of Leominster town population is living in employment deprived households.
9	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
10	Hospital admissions for alcohol related admissions is rated as 'high' for Leominster in comparison to the rest of Herefordshire.

4. Main School priorities for PP pupils	Success criteria
A. Continue to accelerate progress for all PP pupils in English and mathematics generally and reading and GPS in particular so that expected attainment rises	% of pupils who reach expected to be at least in line with national average for all pupils.
B. To raise attainment by targeting greater depth PP pupils across the curriculum.	To be at least national average
C. To raise the attainment of disadvantaged pupils by developing the quality of teaching and learning.	Effective teaching strategies accelerate PP progress across all years so that internal and national assessments demonstrate high attainment for PP pupils.
D. To accelerate progress and raise the attainment of PP pupils with SEN as an additional barrier.	Rates of progress and attainment for PP pupils with SEND rise compared to historical progress and attainment. Effective teaching strategies accelerate the progress of PP pupils with SEND across all years so that internal and national assessments demonstrate high attainment for PP with SEND pupils.
E. To raise attendance of disadvantaged pupils	To be in line with non- disadvantaged pupils and be in line with school's target of 96%
F. To improve the experiences of PP pupils beyond the classroom	To raise self-esteem, aspirations and love of learning.
G. To accelerate progress and give appropriate support for PP pupils with social, emotional and mental health needs	Resources are provided to support PP pupils with social, emotional and mental health needs Effective strategies are employed to meet the social, emotional and mental health needs of PP pupils with social, emotional and mental health needs Effective pastoral support accelerates PP progress across all years so that internal and national assessments demonstrate high attainment for PP pupils.
H. To work with parents	The Family Support Team work in partnership with PP families who request support Workshops for parents provide effective strategies to support pupils at home

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

<b>5. Planned expenditure</b>					
<b>i. Quality of teaching for all</b>					
<b>Desired Outcome</b>	<b>Strategy</b>	<b>Rationale for strategy</b>	<b>How impact will be measured</b>	<b>Staff lead</b>	<b>Review of implementation and cost</b>
<b>To continue to accelerate progress for KS2 PP pupils (including PP pupils working at greater depth) in writing and mathematics in Yr. 6 in order to raise attainment to at least national averages and diminish the difference with non.-PP pupils nationally. Target reading and GPS in particular.</b>	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. Additional booster groups for reading and GPS – TM to target GD. HR to focus on PP not on target. Purchase maths intervention programme and identify pupils who are under achieving.	Evidence from the use of this strategy demonstrates effectiveness of this approach on accelerating progress.  EEF research on use of TAs  EEF research on small group tuition	Evaluation of assessment data; progress meetings; learning walks and observations; work scrutiny; pupil voice	T Mamak H Rees	Termly Maths intervention - £1,500
<b>To raise the attainment of disadvantaged pupils by developing the quality of teaching and learning.</b>	Clear expectations are established with teachers in pupil progress meetings regarding expected progress and attainment of PP pupils. Baselines and targets are established. Identify under attaining disadvantaged pupils and HA disadvantaged pupils. Personalised raising attainment plans for PP children are in place and are effective. Identified target teachers, support programme put in place and progress is monitored every 4 weeks. Monitoring demonstrates teachers use effective strategies within lessons to target PP pupils. The school curriculum meets the needs of PP pupils. Regular work scrutiny for PP pupils takes place between progress	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  Evidence of impact of use of tracking system for targeting	Lesson observations and learning walks  Work scrutiny  Co-ordinator reports  Tracking data	DHTs, AHTs, CTs, TAs, SENCo, English and mathematics co-ordinators;	Termly

	<p>meetings. Coordinator work scrutiny includes PP pupils. EQTA meetings evaluate the effectiveness of provision for PP pupils and agree actions.</p> <p>Effective programmes introduced to tackle reading (cracking comprehension and accelerated reader) and maths (rock stars)</p> <p>Teacher CPD – application of skills and understanding across the curriculum (RS,CC,AR and calculations)</p> <p>To continue to develop teachers understanding of scaffolding learning to meet challenge, include deepening and modelling and scaffolding strategies.</p> <p>Training is provided to TAs responsible to deliver reading interventions.</p>				
<b>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</b>	<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	H Lynch	Termly
<b>Yr. 1 and 2 PP pupil phonics attainment is at least in line with national averages</b>	<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> <p>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>	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. Eckley-Gardner	Half termly
<b>Responsibility and accountability for provision for PP pupils is strategic and effective</b>	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	Need to ensure clear and accountable leadership of PP provision	Pupil Premium Strategy in place Implementation is monitored and evaluated	H Rees	Half termly

			Data re. PP pupil attainment and progress		
<b>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</b>	Teachers identified as underperforming from data Teachers targeted by SENCOs for ongoing support For PP pupils in particular, part funding of SENCOs and additional SEN TAs to target PP/SEN attainment through enhanced provision of interventions PP Mentor system – 2 TAs to regularly meet with identified PP pupils across KS2.	Recommendations that reflect the impact of good practice in a high achieving school.  J. Hattie’s research evaluation re. not labelling pupils	Evaluation of assessment data and PCEPs; progress meetings; impact of interventions data; learning walks and observations; work scrutiny; planning scrutiny; pupil voice; parental voice	Helen Lynch –(Line manager) Helen Rees (standards) Helena Hough Vanessa Watts	Termly
<b>Total budgeted cost:</b>					

<b>ii. Targeted support</b>					
<b>Desired Outcome</b>	<b>Strategy</b>	<b>Rationale for strategy</b>	<b>How impact will be measured</b>	<b>Staff lead</b>	<b>Review of implementation and cost</b>
<b>Appropriate support for PP pupils with social, emotional and mental health needs so that those pupils can accelerate progress without impediments</b>	<p>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</p> <p>Family support team and Early help worker to work with identified PP families to support family strategies to address barriers. Behaviour management training and advice for staff from external agencies</p> <p>Individualised behaviour support programmes</p> <p>PP Mentor system</p>	<p>School curriculum based on good practice of national PHSE Association curriculum</p> <p>External advice from accredited external advisers</p> <p>Evidence of previous year's individualised behaviour programmes EEF research on behaviour interventions</p> <p>Evidence from monitoring of FST caseloads</p>	<p>Monitoring of behaviour records and plans</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>Helen Rees Helen Lynch Catherine Fletcher Lucy Jones Hannah Smith-Jones Sadie Chandler Lyn Dorn Joley Tan James Edmonds</p>	<p>Half termly</p>
<b>High rates of attendance for PP pupils without a difference between attendance rates for PP and non-PP pupils</b>	<p>Safeguarding manager and EWO to target all attendance 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>Impact evidence from previous attendance actions and PP attendance in particular.</p> <p>Research on the link between attendance rates and attainment outcomes.</p>	<p>Attendance reviews</p> <p>Pupil Progress Meetings</p> <p>Attendance rate data</p> <p>Attendance reports to HT Attainment data</p> <p>Case studies</p> <p>Work scrutiny</p>	<p>Tracey Lewis (EWO) Helen Rees Lucy Jones Hannah Smith Jones</p>	<p>Attendance reviews fortnightly</p> <p>Attainment data evaluations termly</p>

<p><b>The school's parental partnership with parents/ carers of PP pupils supports the school's strategies to raise the attainment of PP pupils</b></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>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>Evidence from monitoring of FST caseloads in previous year</p> <p>Evidence from monitoring of EWO attendance caseloads 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>FST caseloads and case studies</p> <p>EWO case studies</p> <p>Attendance data</p> <p>Timetable of curriculum workshops</p> <p>Timetable of parent literacy and numeracy programmes</p> <p>Pupil voice</p>	<p>H Rees H Lynch AHTs Tracy Lewis Lucy Jones Lyn Dorn</p>	<p>Half Termly</p>
<p><b>Total budgeted cost:</b></p>					



<b>iii other approaches</b>					
<b>Desired Outcome</b>	<b>Strategy</b>	<b>Rationale for strategy</b>	<b>How impact will be measured</b>	<b>Staff lead</b>	<b>Review of implementation and cost</b>
<b>To raise the attainment of disadvantaged pupils through developing the quality of teaching and learning</b>	Working with teaching school to evaluate current strategies across a range of schools and devise new strategies to raise attainment. Implementation of personalised programmes for PP pupils underachieving.				
<b>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</b>	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)	Pupil and parent feedback on enrichment activities  Impact on quality of writing  Low take up by PP families in for clubs	Pupil voice  Evaluations from staff on impact of activities on pupils	H. Rees  H. Lynch  AHTs	Half termly
<b>Total budgeted cost:</b>					
<b>Total budgeted spend:</b>					

