



Leasowes Primary School
Pupil Premium Strategy Statement
2018/19

1. Summary information

Academic Year	2018/19	Total PP budget	£28,500	Date of most recent PP Review	Sept 2018
Total number of pupils	427	Number of pupils eligible for PP	15	Date for next internal review of this strategy	Sept 2019

2. Current attainment

End of Key Stage Two Assessment 2017 - 18	<i>Pupils at Leasowes eligible for PP (4 pupils; 1 pupil on EHCP: did not complete SATs)</i>	<i>Pupils not eligible for PP (national average)</i>
Achieving required expectations in reading, writing and maths	75%	64%
Achieving required expectations in reading	75%	75%
Achieving required expectations in writing	75%	78%
Achieving required expectations in maths	75%	76%

Attainment of Current Pupil Premium Children

Reading			Writing			Maths		
Below	Age Related	Greater Depth	Below	Age Related	Greater Depth	Below	Age Related	Greater Depth
20%	80%	47%	20%	80%	33%	20%	80%	40%

Progress of Current Pupil Premium Children

Reading			Writing			Maths		
Not Achieving Expected Progress	Achieving Expected Progress	Exceeding Expected Progress	Not Achieving Expected Progress	Achieving Expected Progress	Exceeding Expected Progress	Not Achieving Expected Progress	Achieving Expected Progress	Exceeding Expected Progress
10%	90%	35%	10%	90%	25%	15%	85%	25%

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

In-school barriers

A.	Lack of opportunity for intervention where needed due to large class sizes.
B.	Difficulties with independent learning behaviours and the ability to interact with peers.
C.	Identifying and rapidly acting upon the specific learning needs of PP children.

External barriers

E.	Difficulties with the emotional wellbeing of some pupil premium children.
F.	Children are unable to access technology to impact independent learning.

4. Desired outcomes

	<i>Desired outcome</i>	<i>Success criteria</i>
A.	Create rich opportunities for PP children to have regular and quality teaching interventions.	Interventions will enable the PP children to close the gap between themselves and their peers by working individually or as part of a group working on areas of weakness.
B.	Learning behaviour difficulties of specific children to be addressed enabling them to drive own learning and collaborate effectively with others, building healthy relationships between themselves and their peers and teaching staff.	PP children will have the confidence and develop strategies to interact with their peers as part of small groups as well as part of the class. This will help them to understand how to lead their own learning through playing an active role within partner, group and whole class work. Pupils will also build positive relationships between themselves and their teachers.
C.	The school will quickly identify and act upon the learning needs of the PP children.	A rigorous tracking system will continue to be used to quickly identify PP children falling behind and the areas in which they need further support. These areas can then be quickly acted upon through targeted interventions both in and out of class.
D.	Emotional well-being of children to be supported.	PP children will feel happier and safer in themselves. They will feel confident in knowing how to go about dealing with an emotional issue, including knowing who to turn to for advice. HOPE (Helping Our Pupils Emotionally) will be offered to further support pupils that are having difficulties.

E.	Pupils of all backgrounds will have access to up to date technology and the knowledge of how to use this to further improve their skills to learn independently.	Financial barriers will be broken down that stop some pupils from accessing and improving on their learning skills through use of technology. These tools will be accessible to all pupils, both in and out of lesson time. Pupils will understand how to use technology efficiently and where to go to access the tools needed.
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5. Planned expenditure

Academic year	2018/19
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i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of implementation
Opportunities for quality interventions will be created.	Additional support in for Maths and English.	To invest in teaching support that will take place in small groups in order to quickly close gaps in learning and drive the children forward and therefore in line with their peers.	Impact of interventions will be overseen by SLT through rigorous and regular pupil progress meetings. Quality of Teaching and Learning within these interventions will be monitored through Learning Conferences.	SLT	Mar 2019 Cost : £1989
Continuity, Consistency and quality role modelling of Teaching and Learning for staff new to the roles.	Increase overall Teacher staffing by 0.5 per week through recruitment and management of classroom practitioners.	Ensure that a maximum number of classes are taught by the same teacher throughout the week to ensure that there is continuity where possible for the pupils.	To ensure that a maximum number of classes are taught by the same teacher throughout the week, two NQTs will be taken on from September. These will be strategically placed to work alongside and be mentored by experienced role models. NQTs will also be given their allocated time additionally to PPA to reflect and improve on practice.	SLT NQT Mentors	Mar 2019 Mentor Training: £198 NQT Reflection and CPD Cover: £6576

The Teaching and Learning of Computing will improve.	Computing leader to teach one lesson per week in three different classes, rotating between the whole school through the year.	Ensure that pupils have access to quality Computing lessons led by a specialist teacher. This is to enable them to access and use technology to enhance learning efficiently and independently. Staff will have quality CPD on the Teaching and Learning of Computing to further improve their practice.	Time allocated will be carefully timetabled by Deputy Headteacher to ensure that a balance of specialist teaching happens across the school, making an impact where it is needed.	ST SLT	Cost: £3060
Learning needs will be quickly identified.	Continue to use Target Tracker throughout the school.	To be able to track and identify pupils who are, or in danger of, falling behind in their learning as quickly as possible in order to act upon this and bring the children back in line with their peers.	Half termly Data Analysis, followed by pupil progress meetings led by phase leaders will ensure that staff use Target Tracker effectively in order to make rapid impact on specific children.	SLT	Mar 2019 Cost: £700
Ensure that no financial barriers stop the PP children from accessing the enriched curriculum.	All PP children attending educational visits, including the Outdoor Activity week will be paid for using PP funding.	To ensure that PP children have the same balance of educational experiences accessed by all of their peers.	Parents of PP children will be advised prior to the visits that funds are available to support any enrichment educational visits accessed by their child.	SLT	Jul 2019 Cost £2500
Total budgeted cost					£15,023
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of implementation
The emotional well-being of specific children will be addressed.	Employ two TAs to run HOPE throughout the school	Children with difficulties linked to their emotional wellbeing are more likely to fall behind in their learning than others. In employing two TAs to run the HOPE programme, and in providing an area in which to take groups, we will create quality support for vulnerable children.	The TAs employed will be given time to regularly meet with the children identified for impact. Their well-being will be monitored by their class teacher as well as Headteacher and Deputy Headteacher through informal discussion with the targeted children.	HOPE staff SLT Class teachers	Mar 2018 Cost: £2405
Total budgeted cost					£2405

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of implementation
The emotional well-being of children will be addressed.	Teaching Assistant support on the playground at lunchtimes to provide activities to support outdoor play. Playtime equipment to be purchased.	To invest in the children's down time in order for them to enjoy themselves in a safe, stimulating and organised environment. If the children understand how to play and socialise better, they will then be in the right frame of mind to take on their learning.	The Headteacher and Deputy will regularly observe down time as well meet with staff to discuss the new routines. Children will be asked about this through pupil questionnaires and feedback during Junior Leadership Meetings.	SLT	Mar 2019 Cost: £1200
Ensure that all children have access to technological tools to support learning.	Install a wireless internet system within the school to ensure that learning can be supported through use of the internet in all areas of the school.	To ensure that the full capability of our computing equipment, including iPads, is accessible by all pupils, therefore breaking financial barriers.	Computing lead, alongside SLT will monitor the use of computing across the curriculum to ensure that this is impacting learning.	ST SLT	Jul 2019 Cost: £9,872
Total budgeted cost					£11,072

6. Evaluation of 2016-17 in Relation to Pupil Premium

End of Key Stage Two Assessment	<i>Pupils at Leasowes eligible for PP (5 pupils)</i>	<i>Pupils not eligible for PP (national average)</i>
Achieving required expectations in reading, writing and maths	100%	61%
Achieving required expectations in reading	100%	71%
Achieving required expectations in writing	100%	76%
Achieving required expectations in maths	100%	75%

Attainment of Current Pupil Premium Children

Reading			Writing			Maths		
Below	Age Related	Greater Depth	Below	Age Related	Greater Depth	Below	Age Related	Greater Depth
17%	83%	33%	17%	83%	25%	13%	87%	42%

Progress of current Pupil premium Children

Reading			Writing			Maths		
Not Achieving Expected Progress	Achieving Expected Progress	Exceeding Expected Progress	Not Achieving Expected Progress	Achieving Expected Progress	Exceeding Expected Progress	Not Achieving Expected Progress	Achieving Expected Progress	Exceeding Expected Progress
4%	96%	68%	8%	92%	68%	4%	96%	68%

Review of Expenditure

Previous Academic Year (2016-17)	
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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 (and whether you will continue with this approach)	Cost
Opportunities for quality interventions will be created.	Additional support in for Maths and English. Employment of additional qualified teacher three days a week.	Employing an additional qualified teacher three days per week has ensured that high quality interventions have been put into place. This has ensured that pupils identified have had input within small groups in order to eliminate misconceptions and progress forward in their learning.	Interventions have worked well and have shown good impact on the progress and attainment of pupils, including Pupil Premium children. On reviewing this practice, we would like to further develop this by changing staffing to ensure that a maximum amount of classes are taught by a full time teacher rather than the week being split between two teachers.	£10,420
Learning needs will be quickly identified.	Continue to use Target Tracker throughout the school. Implement the use of Target Tracker in EYFS EYFS Target Tracker Training.	Target Tracker has ensured that it has been easy to identify pupils, including Pupil Premium children, and put short term interventions into place in order to put progress back on track quickly. Taking on Target Tracker for EYFS has now also ensured that there is more accurate fluidity when tracking progress from EY into KS1.	This year, using Target Tracker, we have evolved our Pupil Progress meetings so that pupils needing intervention are identified quickly and effectively. This is a practice that we will continue to evolve and improve upon.	£700
Ensure that PP children are able to access a wide range of literature and rich reading activities.	Purchase a wide range of exciting new texts for the children to be encouraged to borrow, as well as 'reading Cloud', giving the children access to an even wider range of texts online.	Purchasing new books, alongside the 'Reading Cloud' has ensured that all pupils at Leasowes have access to a wide range of reading genres. Creating challenges such as the '100 book challenge' using these new texts has had great impact on encouraging pupils, including Pupil premium children, to read books by a wider range of authors.	Buying these resources has meant that we are able to offer a wide range of authors and genres to all pupils. When setting up our new library in the near future, we would consider repeating this approach.	£4275
Ensure that no financial barriers stop the PP children from accessing the enriched curriculum.	All PP children attending educational visits, including the Outdoor Activity week will be paid for using PP funding.	Making this money available has ensured that all Pupil premium children have been able to access the curriculum in its entirety.	This is an approach that we will continue to implement.	£2500

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)	Cost
Specific learning behaviour difficulties will be addressed.	Small group interventions put in place in key stage one and two through an additional qualified teacher three days per week and additional TA support.	Through the use of a qualified teacher, we have been able to implement robust and effective interventions planned and run by the teacher. These interventions were planned with collaboration in mind to encourage all children to be a part of the lesson.	PP children being part of a group rather than attending these interventions independently meant that children were able to collaborate and therefore push learning forward more rapidly. Interventions will continue, run by TAs within the class. We are also exploring how to create opportunities for pupils to access rich computing lessons, alongside the ability to access technology to ensure that pupils know how to use this to impact independent learning.	£5000 This was reviewed at March and continued until the end of the school year.
The emotional well-being of specific children will be addressed.	Employ two TAs to run HOPE throughout the school	Hope has ensured that pupils (including PP) now have an independent person to listen to them and to help them deal with any worries at a time when they may feel more vulnerable than normal. This has enabled them to put the situation into perspective and refocus on their learning quickly.	HOPE has grown rapidly this year due to the successes. It is an approach that we will continue to use. Through planned building work, we will be able to create space where a nurture room could be based permanently.	£2405
iii. Other approaches				
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)	Cost
Ensure that all children have access to rich curriculum experiences.	Fund the training for an additional Forest Schools leader.	All PP pupils have accessed the Forest schools facility for at least half a term, with some (including PP pupils) being given the opportunity to access this throughout the year. This has had the desired effect, in ensuring that pupils are given a wide range of outdoor experiences.	Following the success of training a teacher to implement Forest Schools, other funds within the year have been allocated to train two TAs to ensure that time allocated to each child to complete Forest Schools is sustainable.	£2000

<p>The emotional well-being of children will be addressed.</p>	<p>Teaching Assistant support on the playground at lunchtimes to provide activities to support outdoor play.</p> <p>Playtime equipment to be purchased.</p>	<p>Having a TA supporting dinner staff supported organising activities, but more importantly there was a more informed member of staff who could look out for the vulnerable children identified by teachers and transition of information between dinnertime and class was more effective.</p> <p>New equipment has been purchased that is used to zone the playground at playtimes. This has ensured that children, including PP, have had an enjoyable and stimulating break from lessons, therefore creating a healthy sense of well-being.</p>	<p>Zoning the playground and providing stimulating equipment has had a positive impact on playtimes, with the use of TAs to help pupils to access equipment correctly and therefore impact their well-being. This is an approach that we would continue with.</p>	<p>£1200</p>
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