



**Leasowes Primary School**  
**Pupil Premium Strategy Statement**  
**2019/20**

**1. Summary information**

<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£17,040	<b>Date of most recent PP Review</b>	Sept 2019
<b>Total number of pupils</b>	426	<b>Number of pupils eligible for PP</b>	13	<b>Date for next internal review of this strategy</b>	Sept 2020

**2. Current attainment**

<b>End of Key Stage Two Assessment 2018 - 19</b>	<i>Pupils at Leasowes eligible for PP (5 pupils; 3 pupils GD combined)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>Achieving required expectations in reading, writing and maths</b>	<b>60%</b>	<b>65%</b>
<b>Achieving required expectations in reading</b>	<b>60%</b>	<b>73%</b>
<b>Achieving required expectations in writing</b>	<b>80%</b>	<b>78%</b>
<b>Achieving required expectations in maths</b>	<b>80%</b>	<b>79%</b>

**Attainment of Current Pupil Premium Children**

<b>Reading</b>			<b>Writing</b>			<b>Maths</b>		
Below	Age Related	Greater Depth	Below	Age Related	Greater Depth	Below	Age Related	Greater Depth
<b>20%</b>	<b>80%</b>	<b>47%</b>	<b>20%</b>	<b>80%</b>	<b>33%</b>	<b>20%</b>	<b>80%</b>	<b>40%</b>

**Progress of Current Pupil Premium Children**

<b>Reading</b>			<b>Writing</b>			<b>Maths</b>		
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
<b>10%</b>	<b>90%</b>	<b>35%</b>	<b>10%</b>	<b>90%</b>	<b>25%</b>	<b>15%</b>	<b>85%</b>	<b>25%</b>

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

#### In-school barriers

<b>A.</b>	Potential gaps arising between learners, including PP, due to difficulties regarding recovery of prior knowledge.
<b>B.</b>	Difficulties with independent learning behaviours and the ability to interact with peers.
<b>C.</b>	Identifying and rapidly acting upon the specific learning needs of PP children.
<b>D.</b>	Learners may be unable to access the full curriculum due to monetary reasons.

#### External barriers

<b>E.</b>	Difficulties with the emotional wellbeing of some pupil premium children.
<b>F.</b>	Learners are unable to access a wide range of literature regularly and to fit the needs of the individual.

### 4. Desired outcomes

	<i>Desired outcome</i>	<i>Success criteria</i>
<b>A.</b>	There are regular opportunities for PP children, alongside their peers to access intervention, including pre-teaching.	Intervention and pre-teaching will help to close gaps between all learners, including PP learners, and where possible, prevent gaps from occurring.
<b>B.</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, 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.
<b>C.</b>	The school will quickly identify and act upon the learning needs of the PP children.	We will continue to track the progress and attainment of learners using Target Tracker to ensure that learners, including PP children, are identified early and that the appropriate interventions, including pre-teaching is put into place to ensure that all gaps in learning are minimised.
<b>D.</b>	That the school can guarantee that all learners are able to access the full curriculum provided, including being educated by outside providers.	All PP learners will be offered any enrichment days or Educational visits – including outdoor education- free of charge in order to ensure that the curriculum provided is fully accessible.

<b>E.</b>	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.
<b>F.</b>	Learners of all backgrounds will have access to a wide range of reading genres that are challenging to the specific individual.	Learners will be rigorously assessed to ensure that the reading books offered to them meets the needs of the specific child. Learners will always have a book to read that challenges them, therefore moving learning forward.

## 5. Planned expenditure

<b>Academic year</b>	<b>2019/20</b>				
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review of implementation</b>
Opportunities for quality interventions will be created.	Additional support for Maths and English.	For learners, including PP children, who find difficulty recalling previously taught knowledge and skills, pre teaching sessions will be implemented by TAs prior to linked new learning.	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 2020  <b>Cost : £2500</b>
There are regular opportunities for PP children, alongside their peers to access intervention, including pre-teaching.	Pre teaching to be implemented within maths in particular	Learners will complete recovery lessons prior to new learning to help to close gaps within learners who find difficulty remembering prior knowledge.	Training will take place for teachers and teaching assistants based on researched evidence. Time will be allocated so that pre teaching may take place as and when needed. Impact will be measured and analysed through phase and pupil progress meetings.	SLT Teachers TAs	Mar 2020  <b>Cover: £3378</b>





## 6. Evaluation of 2018-19 in Relation to Pupil Premium

End of Key Stage Two Assessment	<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%

### Review of Expenditure

Previous Academic Year (2018-19)

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.	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.	Additional hours for Teaching Assistants to run effective interventions has ensured that learners working 'just within' their age related expectations, which includes PP learners, have been given the time needed to bring their learning back on track.	Although interventions have worked well throughout the year, we would now like to further develop this by using pre teaching. Teachers and TAs will be trained in how to implement this effectively, in orders to close gaps in learning.	<b>£1989</b>
Continuity, Consistency and quality role modelling of Teaching and Learning for staff new to the roles.	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.	Taking on two NQTs and giving them the right support through carefully selected support, has ensured that they have grown into effective teachers. Having more classes taught by full time teachers has ensured better continuity for learners.	There has been no recruitment needs this year. However, the process we went through to take on NQTs, using a values based interview system is something we will use in the future.	<b>£198 + £6576</b>
Learning needs will be quickly identified.	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.	With teachers becoming more efficient in the use of Target Tracker, we have been able to evolve our Pupil Progress meeting so that learners, including Pupil Premium children, are effectively identified and that intervention is put into place quickly. As part of the process, Pupil progress meetings have been streamlined in order to minimise extra workload for staff.	Target Tracker plays a key part in a system that enables us to identify gaps in learning, in particular with groups such as Pupil Premium. We will continue to evolve the analysis of data.	<b>£700</b>

The Teaching and Learning of Computing will improve.	Computing leader to teach one lesson per week in three different classes, rotating across the school throughout the year.	This has ensured that learners have accessed specialised quality learning within their computing lessons; enabling learners to take on knowledge that otherwise may not be available to them.	This has enabled the subject lead to provide specialist teaching across the school. Although this has helped, it is not sustainable looking at forecasts for the future PP funding.	<b>£3060</b>
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.	<b>£2500</b>
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
The emotional well-being of specific children will be addressed.	Employ two TAs to run HOPE throughout the school	All pupils, including Pupil Premium pupils that we feel as a school needs extra support with regard to their wellbeing has been offered this with the permission of their parents. This has invaluable in ensuring that these children have someone away from class to 'touch base' with each week, as well as through the week if needed. This has given these pupils a time to focus on any issues and therefore focus on their learning when in class. It has made particularly good impact with pupils involved in parents separating, of which a family of four children receiving PP were involved in.	This year, we have found this resource more and more in need. This is something that we are looking to further grow and invest.	<b>£2405</b>

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
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.	This approach has ensured that there are adults on the playground that will look out for vulnerable pupils on a daily basis. This has meant that TAs are able to ensure that these children are joining in, creating stronger friendship groups. Additionally, having equipment available has ensured that TAs are able to instigate games that involve the more vulnerable.	This has been a successful approach and will therefore continue.	<b>£1200</b>
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.	Now that the school is fully wireless, this has ensured that all pupils, including the more disadvantaged, have access to high quality computing resources bought in and run through the internet throughout the school. This has invaluable in ensuring that school is kept up to date technologically, and therefore all pupils have access to this.	Now that this is up and running, this facility will not need any funding for the foreseeable future.	<b>£9872</b>