



**Leasowes Primary School
Pupil Premium Strategy Statement
2020/21**

1. Summary information

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|-------------------------------|---------|---|------------------------------------|---|-----------|
| Academic Year | 2020/21 | Total PP budget | £14,965 | Date of most recent PP Review | Sept 2020 |
| Total number of pupils | 429 | Number of pupils eligible for PP | 15 (5 FSM, 1 LAC, 3 E6, 6 service) | Date for next internal review of this strategy | Sept 2021 |

2. Current attainment

| End of Key Stage Two Assessment 2019 – 20 <i>NB All data TA. No SATs due to Covid-19</i> | <i>Pupils at Leasowes eligible for PP (5 children)</i> | <i>Pupils not eligible for PP (national average 2018/19)</i> |
|--|--|--|
| Achieving required expectations in reading, writing and maths | 80% | 65% |
| Achieving required expectations in reading | 80% | 73% |
| Achieving required expectations in writing | 80% | 78% |
| Achieving required expectations in maths | 80% | 79% |

Attainment of Current Pupil Premium Children *(All data taken as of March 23rd: Beginning of Covid-19 lockdown)*

| Reading | | | Writing | | | Maths | | |
|----------------|-------------|---------------|----------------|-------------|---------------|--------------|-------------|---------------|
| Below | Age Related | Greater Depth | Below | Age Related | Greater Depth | Below | Age Related | Greater Depth |
| 10% | 90% | 60% | 10% | 90% | 20% | 10% | 90% | 40% |

Progress of Current Pupil Premium Children *(All data taken as of March 23rd: Beginning of Covid-19 lockdown)*

| 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 |
| 15% | 85% | 24% | 13% | 87% | 28% | 13% | 87% | 25% |

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

In-school barriers

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| A. | Potential gaps in 'lost learning' arising between learners, including PP, due to Covid-19 lockdown. |
| B. | Barriers regarding social interaction between children, including PP. |
| C. | Learners may be unable to access the full curriculum due to monetary reasons. |

External barriers

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| D. | Emotional wellbeing of children. |
| E. | Learners, including PP, may not have access to a wide range of reading, therefore hindering their English education. |

4. Desired outcomes

| | <i>Desired outcome</i> | <i>Success criteria</i> |
|-----------|--|---|
| A. | Gaps in children's learning are identified quickly so that actions can be put into place and acted upon. | <p>Assessment tools will be used in reading and maths to identify areas where the curriculum may not have been completed, so that learning can be taught and consolidated.</p> <p>The school will continue to use Target Tracker to track the progress of all learners. Target Tracker is able to pinpoint PP children, comparing their progress to themselves, as well as in contrast to all other learners.</p> |
| A. | Intervention opportunities are available to PP children to catch up on lost learning. | <p>Children will be identified for intervention in order to rapidly catch up with peers. Short and effective interventions will be tailored to support, and therefore impact outcomes for children.</p> <p>Opportunities for pre learning in order to catch up learning will be created for children through access to a morning club, linked to current learning.</p> |
| B. | Children who have been out of school for a long time due to Covid-19, will quickly fall into the routines of school, with good learning behaviours impacting rapid progress. | Children, including PP children, who need support to build up social skills due to the lockdown will be identified to work in smaller groups, that meet with Covid-19 Government guidelines, to impact on confidence and therefore impact outcomes. |
| C. | All pupils will have access to the full curriculum provided, including all Cultural Capital opportunities, both inside and outside of the school. | All Educational Visits and Cultural Capital opportunities, including outdoor education, that involve a monetary donation, will be paid for by the school. |

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|-----------|--|---|
| D. | Children's emotional wellbeing is supported as and when needed throughout the year. | Children will be given personal guidance in how to deal with their emotions, regarding circumstances such as bereavements or family separations. These will be one-to-one sessions led by trained staff, using the HOPE (Helping Our Pupils Emotionally) programme. |
| B. | All children will have access to a wide range of literature, both fiction and non-fiction. | Fiction and non-fiction books needed will be identified to impact the teaching and learning of the curriculum. Children, including PP children, will have these available to them, to ensure that, eg. Project work, can be completed effectively. |

5. Planned expenditure

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|----------------------|----------------|
| Academic year | 2020/21 |
|----------------------|----------------|

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 |
|---|--|---|---|---|--|
| Children, and groups of children, falling behind in their learning will be quickly identified | Continue to use Target Tracker to identify children needing support. | So that children, or groups of children, can be identified for intervention, in order that learning can be consolidated and brought on track with their peers. | Half termly whole school data will be analysed by DHT and then filtered down to staff through SLT. Pupil Progress and Phase data meetings will then take place. For these, teachers will need to collate and analyse class data to identify intervention. | SLT | Mar 2021 Cost: £1580 |
| Intervention opportunities are available to all children to catch up on lost learning. | Morning Club will continue. | Two TAs will run Morning Club each day and be overseen by the SENCo, giving them the opportunity to complete intervention activities, without missing any of the full school day. | SENCo will work closely with teachers, identifying children who will benefit the most from this, therefore making maximum impact. Teachers will keep Morning Club staff informed of areas of learning to prioritise. | Morning Club staff SENCo Teachers | Cost: £2835 |

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

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

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

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|---|--|
| Previous Academic Year (2017-18) | |
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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 for Maths and English. | Creating opportunities for interventions to take place has helped to close gaps between children and their peers. For example, a child identified for these interventions in year five had made better than expected progress in maths and reading prior to the C19 lockdown. | This is something that we would wish to continue with, especially with potential gaps in learning due to the C19 lockdown. | Cost: £2500 |
| 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 | Ensuring that morning club has continued through the year has meant that children can access learning directly relevant to the teaching of that week, preparing them for the lesson. | Morning club is an area that shows good impact on the outcomes of children attending. This is an area that we would continue. | Cover: £3378 |
| Learners of all backgrounds will have access to a wide range of reading genres that are challenging to the specific individual. | Implement the Big Cats assessment scheme throughout the school after the success of this within KS1. | A key area of our curriculum is that it is 'rooted in reading'. The curriculum has been designed with reading at the heart. Big Cat assessment ensures that we are able to identify the appropriate challenge when choosing personal reading books for all children. | Big Cat has proven to be an excellent resource in order to choose the right book for each child. This is something that we would continue to use. Additionally, a discounted price has now been negotiated. | Cost: £578 |
| There is a high quality and consistent approach to maths across the school, giving pupils of all backgrounds the opportunity to access this and therefore close gaps between learners. | Renew the Busy Ants scheme to continue to embed the consistent approach to maths. | The Busy Ants online package has ensured that the reasoning initiative, a SIP priority, has been embedded through the year. Book scrutinies have shown that all children have had access to rich reasoning problems. Busy Ants has proved to be a valuable resource for the teachers when setting these reasoning tasks. | Now embedded in the learning planned for the children, reasoning is something that we will continue to drive. Busy Ants is a resource that will enable this to happen. | Cost: £2700 |
| Learning needs will be quickly identified. | Continue to use Target Tracker throughout the school. | Each year, the understanding of how Target Tracker can be used to quickly identify children falling behind so that the correct support can be put into place has improved in all staff. | This is now a very efficient process that we will continue to evolve. | £2500 |

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| 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. | As a school, we feel that it is important that all children are given the opportunity to access all activities available, inside and out of the school timetable. | With Cultural Capital being a key SIP priority next year, it is important that this funding is in place, to ensure that financial barriers within the home will not affect the individual child's learning. | £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 |
| The emotional well-being of specific children will be addressed. | Employ two TAs to run HOPE throughout the school | HOPE has proven to be an essential part of managing the wellbeing of our children. It is a provision that we find is being accessed more and more, giving children the opportunity to openly talk about any anxieties or concerns that they may have. | We have now trained two more members of staff, to ensure that there is always a member of staff available for a child in need to talk openly to. This is something that will continue. | £2543 |
| 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 |
| The emotional well-being of children will continue to be further addressed. | Additional Lunchtime staff to support on the playground at lunchtimes to provide activities to support outdoor play. | Recruitment of the right staff to implement this has proved to be difficult. Any staff employed that have shown themselves to have the skills to engage the children in fun activities tend to move on to other jobs. This has shown some success through the year. | Projected figures for next year will not allow for this. | £1400 |