



Leasowes Primary School
Pupil Premium Strategy Statement
2017/18

1. Summary information

Academic Year	2017/18	Total PP budget	£28,500	Date of most recent PP Review	Sept 2017
Total number of pupils	455	Number of pupils eligible for PP	20	Date for next internal review of this strategy	Sept 2018

2. Current attainment

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%

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.	Lack of opportunity to extend knowledge and learning through access to rich reading materials and embedded reading skills.
D.	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 enrichment curricular activities due to cost implications.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</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.	PP children will have the confidence & 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.
C.	Ensure that PP children are able to access a wide range of literature & provide rich opportunities to be immersed in reading activities.	PP children will develop a love of reading, as well as deepening their knowledge and extending the learning that has been completed in school. Children will build up stamina for reading as well as identify personal interests through access to a wide range of literature, therefore independently learning. Children will be given extra opportunities to access reading activities and further embed skills
D.	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 &

		out of class.
E.	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.
F.	PP children can access all enrichment activities.	Financial barriers will not stop the children from accessing a full and rich curriculum available to their peers. Also, opportunities will be widely available to access activities such as Forest Schools.

5. Planned expenditure

Academic year	2017/18				
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. Employment of additional qualified teacher three days a week.	To invest in quality teaching 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.	SLT	Half termly, with an overall review in Mar 2018 Cost: £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.	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 know how to use target tracker effectively in order to make rapid impact on specific children.	SLT	Half termly, with an overall review in Mar 2018 Cost: £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.	To encourage the children to become actively independent learners, they need to be able to access a wide range of up to date texts in order to instil a life-long love of reading as well as effective independent learning skills.	Analysis of PP children reading records will tell us how often these resources are being accessed. Also, reading data and pupil voice will help to measure the impact this resource has on the children. Providing extra reading activities to further embed reading skills e.g TA's run reading for pleasure lunchtime session	SLT	Half termly, with an overall review in Jul 2018 Cost: £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.	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 2018 Cost £2500
Total budgeted cost					£17,895
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
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.	Specific children need targeted support in order to grow in confidence. If these children are given the opportunity to interact in a small group - and therefore less intimidating situation, they will in turn feel more confident in playing an active part in their learning in a whole class situation.	During learning walks and performance management observations, it will be monitored how the specifically targeted children interact with their peers. Progress of this will be discussed during feedback sessions. Data will be scrutinised to measure impact on outcomes.	SLT	Mar 2018 Cost:£5000

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

End of Key Stage Two Assessment	<i>Pupils at Leasowes eligible for PP (6 children)</i>	<i>Pupils not eligible for PP (national average)</i>
Achieving required expectations in reading, writing and maths	67%	53%
Achieving required expectations in reading	67%	66%
Achieving required expectations in writing	83%	74%
Achieving required expectations in maths	67%	70%

Attainment of Current Pupil Premium Children

Reading			Writing			Maths		
Below	Age Related	Greater Depth	Below	Age Related	Greater Depth	Below	Age Related	Greater Depth
18%	82%	22%	18%	82%	15%	18%	82%	30%

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%	7%	4%	96%	4%	4%	96%	11%

Review of expenditure

Previous Academic Year (2016-17)	
---	--

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
Learning needs will be quickly identified.	Target Tracker to be implemented throughout the school. Target Tracker Training.	As the year has progressed, the understanding of how to use Target Tracker to its optimum has become more and more rigorous. Using TT to identify and act upon discrete data, including Pupils Premium has become a more efficient. Gap analysis helps to identify pupils needing further support early, ensuring that the right interventions can be put into place to close gaps quickly.	As we only have a small amount of PP children in the school, towards the end of the year, whole school data was shared and analysed with all teaching staff, in order for them to understand that impacting the small amount of PP children in their classes, makes a significant difference to the bigger picture. Continue with approach.	£2000
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
Opportunities for quality interventions will be created.	Additional support in for Maths and English. Employment of additional qualified teacher three days a week in key stage one.	The use of a qualified teacher, to either free up teachers with particular strengths, or to take groups themselves, ensured that PP children's needs were identified and acted upon quickly. Impact shown in Year 6 as all PP children achieved ARE in reading, writing and maths.	PP children worked much better as part of groups including all pupils, ensuring that they didn't feel 'labelled'. Continue with approach.	£16,080
Specific learning behaviour issues 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.	Having TAs available, ensured that, particularly in phonics, groups were able to be differentiated more effectively, as well as interventions being put into place to impact children and close gaps quickly. Phonics data improved to 98%.	PP children worked much better as part of groups including all pupils, ensuring that they didn't feel 'labelled'. Continue with approach.	£9000
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 specific children will be addressed.	HOPE training for two Teaching assistants. Work with vulnerable families.	HOPE has been a huge success with both PP and non-eligible pupils. Ensuring that children are given time to talk about any difficulties, as well as a specific person to turn to, means that the children's wellbeing is dealt with and therefore their learning is not impacted.	Due to the lack of extra space in the school, a specific nurture area has been hard to allocate. With plans for a new library in place, a nurture room will be a priority with the area freed. Continue with approach.	£2000
The emotional well-being of children will be addressed.	Teaching Assistant support on the playground at lunchtimes to provide activities to support outdoor play.	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.	Continue with approach.	£1200
The emotional well-being of children will be addressed.	'Jigsaw' PHSE resource to be purchased. Jigsaw training.	The use of Jigsaw has ensured that our teaching of PSHE is up to date and effective meeting the needs of a changing society.	Continue with approach.	£3000