

# Pupil premium strategy statement (primary)

1. Summary information					
School	Lea Endowed CE Primary				
Academic Year	2015/6	Total PP budget	£41,220.	Date of most recent PP Review	May '17
Total number of pupils	141	Number of pupils eligible for PP	39	Date for next internal review of this strategy	Sept '17

2. Current attainment		
(Attainment for End of KS2 2015-'16)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
44% achieving in reading, writing and maths	0%	100%
67% making progress in reading	0%	100%
72% making progress in writing	0%	100%
50% making progress in maths	0%	100%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Basic Skills in Writing (Grammar, Punctuation and Spelling)
B.	Emotional and behavioural difficulties
C.	Conceptual understanding in Maths
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Attendance and disruptive home-life

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP children's Writing will improve to be increasingly in line with non- PP children.	Tracking of children for GPS shows PP children are making progress increasingly in line with non- PP children. Children enjoy Writing and can talk enthusiastically about their work and how they can improve it.
B.	Children are able to talk about their feelings in a measured way and acknowledge problems can be resolved so they are ready and able to learn and will make at least expected progress.	Children are able to express their emotions. Children can apply strategies effectively to cope with issues. Children develop resilience and can manage and resolve problems independently, where appropriate.

<b>C.</b>	PP children are increasingly effective in using and applying Maths skills.	Children's problem solving strategies are evident in Book Scrutinies, pupil interviews and through questioning within lessons.
<b>D.</b>	Attendance of PP children improves and children have coping strategies to manage issues at home.	Reduce the number of persistent absentees amongst pupils eligible for PP. Attendance for PP children is increasingly in line with school average attendance.

5. Planned expenditure					
Academic year	2016-2017 final confirmed amount £40780				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve outcomes for all children in Reading, Writing and Maths, particularly by the end of KS2	Data analysis and target setting to ensure high expectations Planning that specifically meets the needs of targeted groups of children Individual Education Plans Individual Behaviour Plans	Attainment is currently not in line with National Averages across all subjects in KS2.	Monitoring of Teaching and Learning	RB/CS	September 2017
Children are increasingly effective in using and applying Maths skills.	Key skills will be reinforced during morning work. Increased opportunity for problem solving will be detailed in plans and monitored through book scrutiny. Problem solving days will increase interest and enthusiasm for the subject. A qualified teacher will deliver maths intervention to targeted children to improve progress and attainment. Staff will be given CPD to further enhance teaching of U and A RB JP and KA deliver interventions and one to one support	Children will be more successful with their maths if they develop secure conceptual understanding. Problem solving is an excellent way of monitoring understanding and improving attainment of MA children.  Problem Solving Days increase the profile of the subject and help break down learning barriers. Using a qualified teacher to deliver intervention reinforces quality first teaching and an individualised approach to this intervention means that children make rapid progress.  CPD increases confidence in teaching and provides different approaches to try.	Monitoring ; lesson observations, book scrutinies, walkthroughs and pupil progress meetings will show that children's using and applying skills are improving to be more in line with .  Pupil progress meetings will measure the impact of intervention.	SR/CS	September 2017
<b>Total budgeted cost</b>					£28,342
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Children's Writing will improve to be increasingly in line with non- PP children.</p>	<p>Writing will be scaffolded where appropriate in order for children to grow in confidence and achieve well. Writing will be carefully planned to appeal to the interests of the children. Working walls will help children to develop independence and reinforce success criteria. Phonics intervention will continue, where necessary, in KS2 A qualified teacher will deliver writing intervention to targeted children to improve progress and attainment.</p>	<p>Children show an increase in confidence when the writing process is broken into layered steps (success criteria) Teachers are then able to address misconceptions at an early stage and deploy help when necessary to close the gaps. Working walls help scaffold children further and encourage them to be independent and resilient. Phonics intervention for those children who are not making expected progress at the end of KS1 also ensures that the gaps are being closed and spelling should improve. Using a qualified teacher to deliver intervention reinforces quality first teaching and an individualised approach to this intervention means that children can make rapid progress.</p>	<p>Monitoring: lesson observations, book scrutinies, walkthroughs and pupil progress meetings will show that PP children's writing is improving to be more in line with non-PP children.  Pupil progress meetings will measure the impact of intervention.</p>	<p>English Subject Lead</p>	<p>September '17</p>
<p>Children are able to talk about their feelings in a measured way and acknowledge problems can be resolved.</p>	<p>The youngest children in school are provided with a 'buddy' who will help them deal with emotions and problems. Vulnerable children are given the opportunity to talk to a chosen trusted adult if they feel they need to. P Emptage to provide nurture groups in house for children with ME Strategies are developed within class (Circle Time, Friendship Friday etc) to help children manage emotions and issues which may arise at school or home. A learning mentor from Achieve 360 is employed to provide support, counselling, play therapy to those children who have been identified as needing it.</p>	<p>Young children often feel vulnerable when starting school. Buddies are available to help with any issues which children may not initially bring to adult attention.  Trusted adults in school can often diffuse a situation and provide a source of advice and comfort before more formal strategies need to be put in place. At Lea, we have a clear Christian ethos which promotes the values of compassion and love.  An emotionally safe ethos is developed where all children feel valued and supported and feel happy to share their feelings and emotions.  Learning mentor is able to offer strategies to deal with difficult situations.</p>	<p>Buddy system established each September with Year 6 pupils and time given for relationships to develop.  All staff communicate well including sharing information with TAs/welfare staff and so on.  Book held in the office for staff to write names of children who require support that week.  Weekly sessions available with learning mentor for highlighted pupils. These change depending on need to ensure the most vulnerable children are seen.</p>	<p>Head</p>	<p>September 2017</p>

<p>PP children's outcomes in Maths will improve to be increasingly in line with non- PP children.</p>	<p>Key skills will be reinforced during morning work. Increased opportunity for problem solving will be detailed in plans and monitored through book scrutiny. Problem solving days will increase interest and enthusiasm for the subject. A qualified teacher will deliver maths intervention to targeted children to improve progress and attainment. Staff will be given CPD to further enhance teaching of U and A RB JP and KA deliver interventions and one to one support</p>	<p>Increased opportunities for Using and applying Maths for a purpose increases children's desire to learn and apply key skills</p> <p>Children have increased Teacher : child contact and support within smaller teaching groups</p>	<p>Monitoring ; lesson observations, book scrutinies, walkthroughs and pupil progress meetings will show that PP children's using and applying skills are improving to be more in line with non-PP children.</p> <p>Pupil progress meetings will measure the impact of intervention.</p>	<p>Maths leader</p>	
<p>Attendance of PP children improves and children have coping strategies to manage issues at home.</p>	<p>Parents contacted by letter if attendance falls below 90%.</p> <p>Headteacher provides attendance contracts and attendance reviews to monitor attendance.</p> <p>Liaison with EL (Attendance Officer) to improve attendance and provide support to school with persistent absentees</p> <p>Regular meetings with C W (PAST)</p>	<p>When children attend school regularly without breaks, they make more progress.</p> <p>Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident.</p> <p>Attendance contracts make parents more accountable for attendance.</p> <p>With support from EL, families who are struggling with attendance can be monitored carefully and provision put in place to try and improve the situation.</p> <p>Regular dialogue with PAST team to ensure effective strategies are being used and monitored to engage parents</p>	<p>Attendance is monitored half termly.</p> <p>Teachers are asked to inform Headteacher if key children are absent so that a follow up phone call can be arranged. Absence followed up immediately.</p>	<p>CS/LR</p> <p>Head/ Past team EL</p> <p>Head/ PAST CW</p>	<p>September 2017</p>
<p><b>iii. Other approaches</b></p>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>

Children will have access to opportunities which will enhance their learning and increase wellbeing.	PP children are provided with after school clubs and educational visits free or at a reduced cost	Some PP pupils are not accessing enrichment activities outside school such as clubs. Few PP children attend residential trips unless there is a reduction in the costs.  Children will thrive and have a sense of being included in school life. Wellbeing will be enhanced and they will have an increasingly positive mindset which will impact on their learning.	Pupil Voice/ Interviews	Head/Deputy	Sept '17
Children will develop self-esteem and a sense of identity.	Targeted PP children are given specific nurturing support and interventions eg: Friendship Friday and Social Stories in order to improve emotional literacy.	Children have been lacking in confidence and self-esteem which has impacted on their ability to interact in groups and class activities.	Close Liaison between teachers and TAs. Monitoring progress. Sharing relevant information and documentation between carers, school and agencies		
<b>Total budgeted cost</b>					£12065

6. Review of expenditure				
Previous Academic Year		2015-'16		
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
Improved confidence in Maths.	Investment in Mathletics, interventions for groups of children.	The Pupil Premium Grant allowed the school to offer a range of curriculum enrichment activities which proved successful in developing children's confidence, and in boosting self-esteem. The use of the Pupil Premium grant in subscribing to Mathletics for instance contributed to the improving standards in Maths for some children.	Continue to subscribe to Mathletics	£710
Improve outcomes for children in Reading , writing and Maths in Key Stage 1	Employment of a Part Time qualified teacher in Y1 to deliver English and Maths.	Effective use of Grant as this cohort were 59% GLD in 2015- Attainment was raised on the Tracker. Attainment in Phonics 82% (above NA)	Continue with this strategy in 2016-'17	£18,643
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
Behaviour, self-esteem and morale are improved for PPG children	Paying in full or part for residential trips/ educational visits and subsidising clubs	More children were able to attend residential visits which ensured they were included in friendships and team building, promoting positive relationships and increasing children's self - esteem.	Continue with this strategy to improve self-esteem and behaviour.	£1450
Children with Mental and Emotional needs feel valued and learn strategies to manage their emotions in school and at home.	Play therapy for children who are emotionally challenged	Children are increasingly resilient and able to cope better with issues as they arise.	Continue with this strategy.	£2760

PP children with additional needs are given 1:1 support to improve outcomes in Reading, Writing and Maths	1:1 adult (TA) for specific children	Children's confidence is enhanced and their ability to integrate into whole class learning is developed.	Continue with this strategy.	£7480
<b>iii. Other approaches</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>
Children will develop self-esteem and a sense of identity  Families will feel more integrated into school life.	Employing a learning mentor and home school liaison member of staff, who leads pupil counselling sessions, play therapy and makes contact with our hard to reach parents.	Both groups showed increased self-esteem and increasingly positive attitudes to their learning and other aspects of school life eg participation in groups and extra- curricular activities.	Some children in our school require additional support from outside agencies in order to help them achieve their full potential	£3040

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

- **Please note, actual numbers for PPG eligible children differs from each cohort ranging from 0% (Y6 in 2016) - 45% (Y4 in 2017). This can significantly skew percentage figures.**

### Comments from Ofsted Report March '17

- Leaders and staff have made mathematics a key priority for improvement within the school. As a result, current teaching in mathematics has some strengths and the overall quality is beginning to improve, for example, in giving pupils more opportunities to solve problems.
- In English, staff and leaders place a big focus on promoting pupils' enthusiasm and ability to express their ideas in writing. Much thought is given to teaching pupils to write for a variety of purposes.
- The school's work to promote pupils' personal development and welfare is good.
- Individual pupils or classes who find managing their own feelings and behaviour difficult are given lots of helpful support from well-trained staff.
- Staff make it a priority to encourage pupils and to help them to feel positive about themselves and their lives. As a result, pupils have good self-awareness.