

Pupil premium strategy statement (primary)

1. Summary information					
School	Lea Endowed CE Primary				
Academic Year	2017/18	Total PP budget	£44,740	Date of most recent PP Review	Sept '18
Total number of pupils	141	Number of pupils eligible for PP	35	Date for next internal review of this strategy	Sept '19

2. Current attainment		
(Attainment for End of KS2 2017-'18)	Percentage of Pupils eligible for PP who achieved ARE (your school)	Percentage of Pupils who are not eligible for PP
42% achieving in reading, writing and maths	1/3 33%	7/16 44 %
84% ARE's in reading	2/3 66%	14 /16 88%
63% ARE's in writing	1/3 33%	12/16 75%
63% ARE's in maths	3/3 100%	9 /16 56%

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

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	PP children's Writing will improve to be increasingly in line with non- PP children.	Quality First Teaching in Composition and Effect Daily Reading to the children of vocabulary rich texts for all children Fast Track Phonics and targeted writing interventions across school to improve the ability to decode, improve basic skills in Writing Booster writing sessions for targeted PP children in Year 6 Increase the profile of Writing through events such as Extreme English week

		<p>Introduction of Termly Progress Tracker to monitor progress in Writing and identify children who need intervention</p> <p>Tracking shows PP children are making progress increasingly in line with non- PP children.</p> <p>Children enjoy Writing and can talk enthusiastically about a range of genres and how they can apply the features to their own Writing.</p>
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.	<p>Children are able to express their emotions.</p> <p>Children can apply strategies effectively to cope with issues.</p> <p>Children develop resilience and can manage and resolve problems independently, where appropriate.</p>
C.	PP children have greater conceptual understanding and are increasingly effective in applying this to Problem Solving.	<p>Progression through the Concrete, Pictorial, Abstract stages of learning is evident in Teaching and Learning (planning, book scrutinies and lesson observations)</p> <p>Evidence of new resources being used to deepen Conceptual Understanding</p> <p>Maths interventions are effective in closing gaps in children's learning.</p> <p>Children's Reasoning and Problem Solving strategies are evident in Book Scrutinies, pupil interviews and through questioning within lessons.</p>
D.	<p>Attendance of PP children improves and children have coping strategies to manage issues at home.</p> <p>Parents / Carers are offered support with social and emotional challenges and matters that affect the wellbeing of the family through the CAF process, outside agency support including our own learning mentor</p> <p>Children have cultural entitlement in order to increase their readiness to learn</p> <p>Parental engagement is further improved (see Parental Engagement Action Plan)</p>	<p>Reduce the number of persistent absentees amongst pupils eligible for PP.</p> <p>Attendance for PP children is increasingly in line with school average attendance.</p> <p>Parents / Carers feel welcome and supported in school</p> <p>Parents / Carers are signposted to appropriate supportive services</p> <p>CAF process is used effectively to address the needs of the family</p> <p>Children are provided with a range of experiences which might otherwise be inaccessible such as theatre trips, access to a library, museum visits, adventurous outdoor pursuits.</p> <p>Children have a range of experiences to transfer to classroom learning with a particular emphasis on creative and imaginative writing. Writing.</p> <p>Children's language is enhanced by access to enrichment activities.</p> <p>Extra-curricular activities are carefully selected to improve outcomes for PP children eg Borwick Outdoor Activity Centre.</p> <p>Events and initiatives to enhance Parental Engagement are rolled out throughout the year.</p> <p>Workshops are run periodically throughout the year to inform parents of curriculum changes, teaching methods, expectations and ways to support at home.</p> <p>Open Door Policy – each class has a weekly time for parents to come and visit/discuss any issues.</p> <p>Weekly Newsletter from both Headteacher and Class teacher to inform of school events and classroom practise.</p> <p>Bi-annual Parents' Evening to inform parents of child's progress and attitude to learning.</p>

		<p>Target Cards shared with parents to inform them of their child's next steps.</p> <p>A range of events provided throughout the year where parents are invited to attend.</p> <p>Proactive in communicating with families through calls and texts.</p> <p>Learning Plans are shared with parents and carers.</p> <p>EHCP and reviews are explained to parents and carers through structured conversations</p> <p>Meeting times and arrangements are considerate of the demands on parents and carers eg childcare arrangements.</p>
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5. Planned expenditure					
Academic year	2018-2019 indicative amount £37,520				
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 Learning Plans	Attainment is currently not in line with National Averages across all subjects in KS2.	Monitoring of Teaching and Learning – Lesson Observations, Enhanced Learning Walks, Planning Scrutinies, Book Scrutinies. Class Tracker and Foundation Subject Assessments – Pupil Progress Meetings between Teachers and SLT. Emphasis on Quality First Teaching	RB/CS	Sept 2019
Children are increasingly effective in Composition and Effect	Key skills will be reinforced during morning work. Increased opportunity for writing at length will be detailed in plans and monitored through book scrutinies. Extreme English week and writing in other subjects will increase interest and enthusiasm in Writing. A qualified teacher and a skilled TA will deliver English interventions to targeted children to improve progress and attainment. Staff will be given CPD to further enhance teaching of Composition and Effect	Children will be more successful with their writing if they develop skills in Composition and Effect. Writing at length following careful and focused modelling is an excellent way of improving outcomes in Writing. Extreme English Week increases the profile of the subject and help break down learning barriers. Using a qualified teacher and a skilled TA 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 Writing skills are improving to be more in line with National Averages. Monitoring of Interventions Pupil progress meetings will measure the impact of intervention.	RB	Sept 2019
Total budgeted cost					£24,370
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>Quality First Teaching in Writing. Increased opportunities for children to write, both in English, and other subjects. Daily Reading for specific children Fast Track Phonics inY2 and Lower KS2 to improve skills in GPS. Read aloud in all classes to increase children's understanding of more complex vocabulary and sentence structure. Increase the profile of Writing through events such as Extreme English Week Subscription of Storytime magazine to extend children's understanding of different genres. Introduction of Termly Progress Tracker to monitor progress in Writing and identify children who need intervention Tracking shows PP children are making progress increasingly in line with non- PP children. Children enjoy Writing and can talk enthusiastically about a range of work and how they can improve it.</p>	<p>Children show an increase in confidence when the Writing process is broken into layered steps (Success Criteria and writing sequence) 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 Writing should improve.</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.</p> <p>Pupil progress meetings and monitoring of interventions will inform the impact of intervention.</p>	<p>RB</p>	<p>Nov '18</p>
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Children are able to talk about their feelings in a measured way and acknowledge problems can be resolved.	<p>The youngest children in school are provided with a 'buddy' who will help them deal with emotions and problems.</p> <p>Vulnerable children are given the opportunity to talk to a chosen trusted adult if they feel they need to.</p> <p>P Emptage to provide nurture groups in house for children with ME</p> <p>Strategies are developed within class (Circle Time, use of the Outdoor Reflection area etc) to help children manage emotions and issues which may arise at school or home.</p> <p>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.</p> <p>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.</p> <p>An emotionally safe ethos is developed where all children feel valued and supported and feel happy to share their feelings and emotions.</p> <p>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.</p> <p>All staff communicate well including sharing information with TAs/welfare staff and so on.</p> <p>Book held in the office for staff to write names of children who require support that week.</p> <p>Weekly sessions available with learning mentor for highlighted pupils. These change depending on need to ensure the most vulnerable children are seen.</p>	Head	Sept 2019
PP children's conceptual understanding in Maths will be increasingly in line with non-PP children, resulting in improved outcomes.	<p>Key skills will be reinforced with a focus on the progression from concrete to pictorial to abstract. Increased opportunity for problem solving will be detailed in plans and monitored through book scrutiny.</p> <p>Planning CD to be used from Y1 to Y6 with a focus on learning in context and Reasoning</p> <p>Maths days will increase interest and enthusiasm, raising the profile of the subject.</p> <p>A qualified teacher and skilled TA will deliver maths interventions to targeted children to improve progress and attainment.</p> <p>Staff will be given CPD to further enhance teaching and learning</p> <p>JP and HT deliver interventions and one to one support</p>	<p>Increased opportunities for Problem Solving and Reasoning within a context - increases children's desire to learn and apply key skills</p> <p>Purchasing additional Maths resources and increased use of concrete materials</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 conceptual understanding is improving to be more in line with non-PP children.</p> <p>Class and Termly Progress Trackers/ Pupil progress meetings and monitoring of interventions will measure the impact of intervention.</p> <p>Children are confident in using a range of strategies including the use of concrete materials to problem solve.</p>	KM / SLT	Sept '19

Attendance of PP children improves and children have coping strategies to manage issues at home.	<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>Raising the profile of Good attendance. Individual and Class Reward systems in place.</p>	<p>Attendance is tracked monthly.</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>	Sept '19
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iii. Other approaches

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?
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	<p>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.</p> <p>Children will thrive and have a sense of being included in school life. Wellbeing will be enhanced and they will have an increasingly positive mind-set which will impact on their learning.</p>	Pupil Voice/ Interviews	SLT	Sept '19
Children will develop self-esteem and a sense of identity.	Targeted PP children are given specific nurturing support and interventions eg: Collette Law Social Stories in order to improve emotional literacy. Trusted adults are chosen by the child as appropriate	Children have been lacking in confidence and self-esteem which has impacted on their ability to interact in groups and class activities. This approach will ensure a readiness for learning from PPG children	Close Liaison between teachers and TAs and Welfare staff. Monitoring progress. Sharing relevant information and documentation between parents, carers, school and agencies	SLT	Sept '19
Total budgeted cost					£12364

6. Review of expenditure				
Previous Academic Year		2017-'18		
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
Children are increasingly effective in using and applying Maths skills.	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 Maths lead to research the cost of new whole school programmes with a focus on Times Tables	£710
Improve outcomes for children in Reading , Writing and Maths particularly by the end of Key Stage 2	Key skills were reinforced during morning work. Increased opportunity for problem solving will be detailed in plans and monitored through book scrutiny. A qualified teacher delivered maths intervention to targeted children to improve progress and attainment.(Y6) Staff were given CPD to further enhance Teaching and Learning. JP and other TAs deliver interventions and one to one support	<u>Maths</u> Standards of attainment at the end of KS2 rose and there was 63% of the children who achieved the expected standard 16% of children achieved Greater Depth in Maths at the end of Key Stage 2 <u>Reading and Writing</u> There was a significant increase in the number of children at the end of Key Stage 2 who achieved the expected standard. 84% of children achieved the standard and 16% achieved Greater Depth which rose from 0% the previous year. 63% of the children at the end of Key Stage 2 achieved the expected standard in Writing. This was below the National Average and represents variable progress from the end of Key Stage 1. 11% of the children achieved Greater Depth in Writing. NB – Standards in GPS rose considerably and results were above National Average	End of KS2 results were not in line with National Standards, however standards rose, particularly in Reading and GPS. We are receiving support from MIT to improve outcomes for all children RB and KM to deliver CPD to staff and TAs- Composition and Effect CPD and subsequent monitoring to further improve writing outcomes Lancashire Maths Planning CD in conjunction with other resources such as White Rose Hub and Total Maths to improve planning and provision Further develop use of Termly Progress Tracker to identify children and groups who need targeted interventions and monitor interventions termly to track progress. Maths and English position statements to be written to outline progress in each subject and to feed into action plan and SIP	£21320
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
Children's Reading will improve to be increasingly in line with non- PP children.	<p>Reading carefully planned to appeal to the interests of the children- new resources to enhance this further</p> <p>Using the Reading domains to provide focus in Guided Reading sessions</p> <p>Phonics intervention in KS1 and KS2</p> <p>Daily Reading for PP children</p> <p>Reading initiative</p> <p>A qualified teacher and TAs responsible for intervention have delivered Reading interventions to targeted children to improve progress and attainment.</p>	<p>Standards of attainment in Reading at the end of KS2 overall were above national average.</p> <p>66% of PP children achieved the standard in Reading.</p> <p>33% PP children achieved Greater Depth in Reading</p> <p>88% of non PP children achieved the standard in Reading</p> <p>14% of non PP children achieved Greater Depth in Reading.</p> <p>Progress in Reading over time was 0.7 which showed increased progress compared to 2016-'17 results.</p>	<p>Continue with this strategy/approach towards teaching and learning in Reading.</p> <p>Review of impact of Mathematics on Progress in Maths to be taken</p>	£1840
Children are able to talk about their feelings in a measured way and acknowledge problems can be resolved.	<p>Y6'buddies" help EYFS deal with emotions and problems.</p> <p>Vulnerable children were given the opportunity to talk to a chosen trusted adult if they feel they need to.</p> <p>Strategies were further developed within class (e.g. Circle Time) to help children manage emotions</p> <p>CPD -Social stories for staff.</p> <p>Raising awareness of Adverse Childhood Experiences (ACEs) and minimise negative impact</p> <p>CPD</p> <p>A learning mentor from Achieve 360 employed to provide support, counselling, play therapy to targeted children</p>	<p>Youngest children and 'buddies' made valuable relationships which supported emotional and social wellbeing. Buddies were able to help with any issues which children may not initially bring to adult attention.</p> <p>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.</p> <p>An emotionally safe ethos is developed where all children feel valued and supported and feel happy to share their feelings and emotions.</p> <p>Learning mentor is able to offer strategies to deal with difficult situations, bereavement, family breakdown etc</p>	Continue with these strategies.	£3250

PP children's outcomes in Maths will improve to be increasingly in line with non- PP children.	Key skills reinforced during morning work. Increased opportunity for problem solving detailed in plans and monitored through book scrutiny. A qualified teacher and skilled TA delivered maths intervention to targeted children to improve progress and attainment. Staff given CPD to further enhance Reasoning and Problem solving strategies	<p>Maths</p> <p>Standards of attainment at the end of KS2 in Maths improved from 52% to 63% however this is still below the national average. Progress measure = -1.8 but is an improvement on previous year.</p> <p>100% of PP children achieved ARE in Maths</p> <p>56% of non PP children achieved ARE in Maths</p>	<p>End of KS2 results were not in line with National Standards however we are receiving support from MIT and Maths consultants to improve outcomes for all children</p> <p>KM to continue to deliver CPD to staff and TAs</p> <p>Implementing Lancashire Maths Planning CD and further enhanced with resources from white Rose Hub and Total Maths</p> <p>Pupil Progress Meetings, tracking of Intervention impact and monitoring all groups to be further developed</p> <p>Non-negotiables to be used as a measure when monitoring Maths</p> <p>Maths Lead to be involved with development of SIP priorities and role of Maths lead is a focus on SIP</p>	£9760
Attendance of PP children improves and children have coping strategies to manage issues at home.	<p>Parents contacted by letter if attendance fell below 90%.</p> <p>Headteacher provided 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>	Attendance tables for this period showed we were 97.16% for the year this is above our school target.	Continue with these strategies	
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

Children will have access to opportunities which will enhance their learning and increase wellbeing.	PP children were provided with after school clubs and educational visits free or at a reduced cost	<p>Some PP pupils were not accessing enrichment activities outside school such as clubs. Few PP children attended residential trips unless there was a reduction in the costs.</p> <p>Children were thriving and have a sense of being included in school life. Wellbeing was enhanced which reinforced a positive mind-set and 'readiness to learn'.</p>	<p>Continue with these strategies.</p> <p>Parental Engagement action Plan includes initiatives to engage "hard to reach" parents</p>	£3170
Children will develop self-esteem and a sense of identity.	Targeted PP children are given specific nurturing support and interventions eg: Social Stories in order to improve emotional literacy.	Some children have increased in confidence and self-esteem and have greater independence in group and class activities.	<p>Continue with this strategy.</p> <p>Vulnerable children are identified and appropriate information is shared regularly at Staff Meetings (Teacher and TAs)</p>	£4390

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 eg 16%Y6 in 2018 - 40% Y6 in 2019. 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.