

Pupil premium strategy statement (primary)

1. Summary information					
School	Lea Endowed CE Primary				
Academic Year	2016/7	Total PP budget	£40,780	Date of most recent PP Review	Dec '17
Total number of pupils	141	Number of pupils eligible for PP	33	Date for next internal review of this strategy	Nov '18

2. Current attainment		
(Attainment for End of KS2 2016-'17)	<i>Percentage of Pupils eligible for PP who achieved ARE (your school)</i>	<i>Percentage of Pupils who are not eligible for PP (School / National)</i>
33% achieving in reading, writing and maths	13%	46% / N/A
43% ARE's in reading	25%	54% / 77%
62% ARE's in writing	38%	77% / 81%
52% ARE's in maths	50%	54% / 80%

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

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP children's Reading will improve to be increasingly in line with non- PP children.	Quality First Teaching in Guided Reading Daily Reading for specific children Fast Track Phonics in Y2 and Lower KS2 to improve the ability to decode Read aloud in all classes Increase children's understanding of how to navigate texts More emphasis placed on comprehension skills Increase the profile of Reading through events such as Extreme Reading and book Fair

		<p>Subscription of Storytime magazine to engage reluctant readers</p> <p>Purchase of phonically decodable texts for youngest children</p> <p>Introduction of Termly Progress Tracker to monitor progress in Reading 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 Reading and can talk enthusiastically about a range of texts and how they can improve it.</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 are increasingly effective in Reasoning and applying their Maths skills to Problem Solving	Children's Reasoning and Problem Solving strategies are evident in Book Scrutinies, pupil interviews and through questioning within lessons.
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</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>Teaching staff are trained in Parental Engagement (Liz Agbettoh)</p> <p>Headteacher is the Designated Lead in Parental Engagement.</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 Classteacher 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. IEPs are shared with parents and carers. EHCP and reviews are explained to parents and carers through structured conversations. 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	2017-2018 indicative amount £40,780				
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 – Lesson Observations, Enhanced Learning Walks, Planning Scrutinies, Book Scrutinies. Class Tracker and TPTs – Pupil Progress Meetings between Teachers and SLT. Emphasis on Quality First Teaching	RB/CS/KM	Nov 2018
Children are increasingly effective in Reasoning and Problem Solving in Maths.	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 Reasoning	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 National Averages. Pupil progress meetings will measure the impact of intervention.	KM	Nov 2018
Total budgeted cost					£28,642
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?

Children's Reading will improve to be increasingly in line with non- PP children.	<p>Quality First Teaching in Guided Reading.</p> <p>Daily Reading for specific children</p> <p>Fast Track Phonics inY2 and Lower KS2 to improve the ability to decode</p> <p>Read aloud in all classes</p> <p>Increase children's understanding of how to navigate texts</p> <p>More emphasis placed on comprehension skills</p> <p>Increase the profile of Reading through events such as Extreme Reading and book Fair</p> <p>Subscription of Storytime magazine to engage reluctant readers</p> <p>Purchase of phonically decodable texts for youngest children</p> <p>Introduction of Termly Progress Tracker to monitor progress in Reading 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 Reading and can talk enthusiastically about a range of texts and how they can improve it.</p>	<p>Children show an increase in confidence when the Reading process is broken into layered steps (Success Criteria)</p> <p>Teachers are then able to address misconceptions at an early stage and deploy help when necessary to close the gaps.</p> <p>Working walls help scaffold children further and encourage them to be independent and resilient.</p> <p>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 reading 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 will measure the impact of intervention.</p>	RB	Nov '18
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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	Nov 2018
PP children's outcomes in Maths will improve to be increasingly in line with non- PP children.	<p>Key skills will be reinforced with a focus on Reasoning and Problem solving during morning work.</p> <p>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 will deliver maths intervention 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 KA 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>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>Class and Termly Progress Trackers/ Pupil progress meetings will measure the impact of intervention.</p>	KM / SLT	

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 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>	Nov 2018
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	Head/Deputy	Nov '18
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.	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	<p>Close Liaison between teachers and TAs.</p> <p>Monitoring progress.</p> <p>Sharing relevant information and documentation between carers, school and agencies</p>		
Total budgeted cost					£12140

6. 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
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	£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.(Y3/4/ 5/6) Staff were given CPD to further enhance Teaching and Learning. RB JP and KA deliver interventions and one to one support	<u>Maths</u> Standards of attainment at the end of KS2 are below the national average. This represents variable progress <u>Reading and Writing</u> Standards of attainment at the end of KS2 are below national average. This represents some variable progress, given the children's ability on entry and their achievement at the end of Key Stage 1. Progress in Reading over time is -3.8 which is classed as below the National Average. Progress in Writing over time is -0.8 which is not significantly different to the National Average.	End of KS2 results were not in line with National Standards however we are receiving support from MIT and English and Maths consultants to improve outcomes for all children RB to deliver CPD to staff and TAs- Guided Reading CPD Implementing Lancashire Maths Planning CD Develop use of Termly Progress Tracker to identify children and groups who need targeted interventions Non-negotiables to be updated and shared with staff for Maths and English Maths and English position statements to be written to outline progress in each subject and to feed into action plan and SIP	£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
Children's Writing will improve to be increasingly in line with non- PP children.	<p>Writing scaffolded where appropriate in order for children to grow in confidence and achieve well.</p> <p>Writing carefully planned to appeal to the interests of the children.</p> <p>Working walls have contributed towards developing independence and reinforcing success criteria.</p> <p>Phonics intervention in KS2</p> <p>A qualified teacher has delivered writing intervention to targeted children to improve progress and attainment.</p>	<p>Standards of attainment at the end of KS2 were below national average. This represents some variable progress, given the children's ability on entry and their achievement at the end of Key Stage 1.</p> <p>Progress in Writing over time was -0.8 which is not significantly different to the National Average.</p>	Continue with this strategy/approach towards teaching and learning in Writing.	£1450
Children are able to talk about their feelings in a measured way and acknowledge problems can be resolved.	<p>The youngest children had a 'buddy' who helped them 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>P Emptage to provided nurture groups in house for children with ME</p> <p>Strategies were developed within class (e.g. Circle Time) to help children manage emotions and issues.</p> <p>A learning mentor from Achieve 360 employed to provide support, counselling, play therapy to those children who were identified as needing it.</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.</p>	Continue with this strategy.	£2760

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 delivered maths intervention to targeted children to improve progress and attainment. Staff given CPD to further enhance teaching of U and A RB JP and KA delivered interventions and one to one support	Maths Standards of attainment at the end of KS2 are below the national average. This represents variable progress	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 RB to deliver CPD to staff and TAs- Implementing Lancashire Maths Planning CD Develop use of Termly Progress Tracker to identify children and groups who need targeted interventions Non-negotiables to be updated and shared with staff for Maths Maths position statement to be written to outline progress in each subject and to feed into action plan and SIP	£7480
Attendance of PP children improves and children have coping strategies to manage issues at home.	Parents contacted by letter if attendance fell below 90%. Headteacher provided attendance contracts and attendance reviews to monitor attendance. Liaison with EL (Attendance Officer) to improve attendance and provide support to school with persistent absentees Regular meetings with C W (PAST)	Attendance tables for this period showed we were 96.2% for the year this is above our school target and above National averages which are 96.0% but just below Lancashire averages (96.6%)	Continue with this strategy	
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	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. 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'.	Continue with this strategy.	£3040
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.	Continue with this strategy.	

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 38%Y6 in 2017 - 45% Y5in 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.