

Leadgate Primary School Pupil Premium Strategy 2019 2020



Summary information					
Academic Year	2019 2020	Total PP budget	£101, 880	Date of most recent PP Review	September 19
Total number of pupils	205	Number of pupils eligible for PP	75	Date for next internal review of this strategy	April 2020
				Governor Review	November 19

Attainment

% of pupils reaching expected standard at the end of EYFS	Pupils Eligible for PP (our school)	All Pupils	All Pupils National Benchmark
% of children reaching at least expected in reading	25%	72%	77%
% of children reaching at least expected in writing	25%	72%	74%
% of children reaching at least expected in maths	38%	76%	80%

% of pupils reaching expected standard at the end of key stage 1	Pupils Eligible for PP (our school)	All Pupils	All Pupils National Benchmark
% of children reaching at least expected in reading	67%	70%	75%
% of children reaching at least expected in writing	67%	70%	69%
% of children reaching at least expected in maths	75%	78%	76%

Phonics Screening Year 1	75%	85%	82%
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% of pupils reaching expected standard at the end of key stage 2	Pupils Eligible for PP (our school)	All Pupils	All Pupils National Benchmark
% of children reaching at least expected in reading	83%	61%	73%
% of children reaching at least expected in writing	67%	83%	79%
% of children reaching at least expected in maths	83%	65%	79%

Barriers to future attainment (for pupils eligible for PP)

In-school barriers

A.	A high proportion of pupils entering EYFS have poor communication and language skills.
B.	There is a significant gap (10%) between those pupils eligible for PP and all pupils in phonics attainment by the end of year 1.
C.	To achieve higher levels of attainment in pupils in reading by the end of KS1.
D	To achieve higher levels of attainment in writing by the end of KS2.

External barriers

E.	Attendance rates for pupil premium children are 95.11% which is below all pupils at 96.65% Currently the attendance target for all children of 97%. Non-attendance reduces children's school hours and impacts on attainment and achievement.
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Desired outcomes

Success criteria

A	To improve communication and language skills for children in EYFS.	~Pupils eligible for PP will make good progress with language development so that they will achieve age related expectations. ~Those children who are identified to have additional need will be identified quickly using outside agencies where appropriate.
B	A greater number of pupils eligible for PP will pass the screening test at the end of Year 1 in 2020 meeting the national benchmark of 82%.	~Pupils eligible for PP will make good or outstanding progress from their low starting points and are reaching age related expectations at the end of Year 1.
C	To increase the proportion of pupils eligible for PP reaching the expected level in reading by the end of KS1.	~Increased number of pupil premium pupils are working at age-related expectations in reading in KS1. ~Higher rates of progress across KS1 for pupils eligible for pupil premium evident through tracking and pupil progress meetings. ~ More able PP pupils achieve expected level at the end of key stage 1
D	To increase the proportion of pupils eligible for PP reaching the expected level in writing in KS2.	~Increased number of pupil premium pupils are working at age-related expectations in writing KS2. ~Higher rates of progress across KS2 for pupils eligible for pupil premium evident through tracking and pupil progress meetings. ~ More able PP pupils achieve expected level at the end of key stage 2.
E	Increased attendance rates for pupils eligible for pupil premium.	~ Overall PP attendance to improve from 95.11% to 96.65% in line with 'other' pupils.

Planned expenditure

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	Staff lead	When will you review implementation
<p>To improve communication and language skills for children in EYFS.</p>	<p>Develop a language rich environment in EYFS ensuring pupils are immersed in opportunities to develop their verbal communication.</p> <p>To promote reading and a love of literature to widen children’s vocabulary.</p> <p>To enhance pupils knowledge of the world by providing a range of learning opportunities outside of the classroom.</p> <p>To engage parents in supporting early language development.</p>	<p>Many of our pupils enter school with a very limited range of speaking and listening skills. We want to develop a language rich environment and support parents ton those pre nursery pupils through developing effective early language opportunities (playgroup).</p> <p>Developing language and communication skills early ensures that pupils are ready to learn. In Nursery this will start with emphasis on early literacy skills including speaking and listening skills, rhyming, and phonics.</p>	<p>Monitoring and evaluations of sessions.</p> <p>Parent evaluations.</p> <p>Internal pupil progress data.</p>	<p>Nursery Teacher</p>	<p>Autumn</p>

<p>A greater number of pupils eligible for PP will pass the screening test at the end of Year 1 in 2020 meeting the national benchmark of 82%.</p>	<p>~Intervention in place and provisions made for children who are identified early with requiring additional support. Support accessed daily through additional booster sessions. ~Additional resources purchased to support identified areas such as phonic decodable reading books. All books both in school and for home reading are fully decodable and matched to the phonics phase children are working on. ~Interventions reviewed after 6 weeks to analyse effectiveness.</p>	<p>~Research shows the early identification and timely, effective interventions have a positive impact on pupil progress. ~Impact from school improvements in phonics last academic year increased achievement for all pupils and exceeding the national average. ~Research (EEF) suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading.</p>	<p>Monitoring using a range of evidence to support judgments of effectiveness including reading with children, lesson observations , pupil progress</p>	<p>HT/ English Lead</p>	<p>Beginning Autumn term</p>
<p>Proportion of pupils reaching the expected level in reading will be in line with all pupils.</p>	<p>~Staff to attend a range of moderation/training opportunities both internal and external throughout the year. ~Interventions to be implemented quickly and monitor to ensure quality and impact. ~Monitoring to ensure high quality feedback is given to pupils to ensure learning is moved forward and accelerated. ~Greater emphasis given in every year group to develop comprehension, vocabulary and spelling skills. ~Share good practice throughout school. ~Ensure that those pupils who are not thriving using a phonics-based approach are taught different strategies earlier and effectively to ensure pupils make progress.</p>	<p>~Evidence suggests (EEF) for older readers who are still struggling to develop reading skills, phonics approaches may be less successful than other approaches such as Reading comprehension strategies and Meta-cognition and self-regulation. The difference may indicate that children who have not succeeded using phonics approaches previously require a different approach, or that these students have other difficulties related to vocabulary and comprehension which phonics does not target. ~Evidence shows phonics can be an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. However, it is also important that children are successful in making progress in all aspects of reading including vocabulary development, comprehension and spelling,</p>	<p>Carry out work scrutiny and observations (joint). External and internal moderations .</p>	<p>HT/ DHT</p>	<p>Termly</p>

<p>To increase the proportion of pupils eligible for PP reaching the expected level in writing in KS2.</p>	<p>~Staff to attend a range of moderation opportunities both internal and external throughout the year. ~Implement high-quality structured interventions to help pupils who are struggling with their literacy. ~Monitoring to ensure high quality feedback is given to pupils to ensure learning is moved forward and accelerated through appropriate next steps. ~ Teach writing composition strategies through modelling and supported practice giving children opportunities to plan, draft, share, evaluate, edit and revisit. ~Share good practice throughout school. ~Expose pupils to opportunities to develop their vocabulary. Reading to pupils and discussing books is important. Exposing pupils to an increasingly wide range of texts, with an appropriate level of challenge, will develop their language cap ~Ensure pupils have opportunities to write about purposeful events including using trips/visitors to enhance and enrich the curriculum.</p>	<p>Many different evidence sources Including EEF suggest high quality feedback is an effective way to improve attainment and ensure consistency throughout school.</p> <p>There is extensive and consistent evidence from at least 6 meta-analyses and reviews, including studies involving pupils aged 7-11 of the impact of structured interventions and intensive one to one support. EEF 2017</p> <p>There is extensive evidence for the impact of teaching writing composition strategies from three meta-analyses .EEF 2017</p>	<p>Carry out work scrutiny and observations (joint).</p> <p>External and internal moderations .</p>	<p>DHT</p>	<p>Termly</p>
<p>Increased attendance rates for pupils eligible for pupil premium.</p>	<p>~Every child throughout school to have access to a healthy nutritious breakfast should they wish. ~Dedicated member of staff to monitor attendance and meet with parents to develop attendance contracts where necessary. ~Administrators to follow up on absences particularly no reason absences. ~Attendance assemblies and rewards where appropriate. ~Review and update policy including parent contracts and fines where appropriate. ~A star attendance monitoring.</p>	<p>Children who are not attending school regularly are missing learning in the classroom and on additional timetabled support.</p> <p>Government drive on improving attendance with target set at 97%.</p>	<p>Careful monitoring and frequent contact with aims for parent support worker.</p>	<p>DHT</p>	<p>Termly</p>

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is	Staff lead	When will you review
Overcome barriers to learning through small group support and targeted intervention.	Targeted TA interventions such as Lego therapy, phonics, writing, maths, reading, booster sessions and PSHE sessions.	<p>Children accessing the interventions make better progress narrowing the gap. Evidence shows (EEF) that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p>Evidence (EEF) suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues.</p>	Baseline assessment completed at the start of each intervention to show the impact which is to be measured at the end of each block of sessions. Staff performance management.	DHT's (LW & CH) SENCO (KN)	Termly
Total budgeted cost					£101,88

