2017-2018 Leominster Primary School Premium Strategy Statement

Academic Year	2017-2018	Total PP budget	£230,460	Date of most recent PP review	September 2017
Total number of pupils	596 (October census)	**Number of pupils eligible for PP**	150	**Date for next internal review of the PP strategy**	December, 2017

Barriers to future attainment for pupils eligible for PP

	In School Barriers
1	Low baseline on entry to Nursery and Reception. Pupils generally and PP pupils in particular enter school with below expected language, numeracy and social and emotional skills.
2	A high proportion of under attaining PP pupils are on the school's SEN Register
3	Emotional and social issues are prevalent among the school's PP pupils.
4	Attendance is low among a minority of the school's PP pupils: 7.5% % have attendance data which falls below 90%
	External Barriers
5	A significant number of the school's PP families live in areas where deprivation is high which limits the experiences on offer to some families (3 of the LSOAs serviced by the school are amongst the 10% to 20% most deprived in England) . In particular, income deprivation affecting children shows that of the 6 LSOAs in Herefordshire that fall within the 20% most deprived in England, all are in Leominster and south Hereford.

	Leominster – Ridgemoor remains the most deprived in the county with almost 2 in 5 children experiencing income deprivation. This is reinforced by the fact that Leominster has some of the highest rates of claiming out-of-work benefits in the county and some of the most employment deprived areas in Herefordshire**.**
6	Leominster has relatively low levels of qualifications/ adults skills amongst the working age population which impacts upon the levels of support from home as some of our PP parents have low literacy and numeracy skills and prioritisation of academic attainment; this is reinforced by the fact that Leominster has some of the highest rates of claiming out-of-work benefits with the highest rates of long-term claiming.
7	Leominster Town is the second most prominent area in the county for antisocial behaviour incidents. Residents are consistently the most likely in the county to perceive there to be a high level of anti-social behaviour in their local area; this is reflected in the behavioural needs of some PP pupils within the school

The School's Strategies To Address The Barriers To Learning For PP Pupils

Desired Outcome	Strategy	Rationale for strategy	How impact will be measured	Staff lead	Review of implementation
Accelerate progress for KS2 PP pupils (including PP pupils working at greater depth) in English and mathematics in Yr. 6 in order to raise attainment to at least national averages and diminish the	Employment of an additional full time teacher in Yr. 6 to enable (i) the flexible targeting of PP pupils in English and mathematics through an additional target set in the morning (ii) to release Yr. 6 class	Evidence from the use of this strategy demonstrates effectiveness of this approach on accelerating progress.

EEF research on use of TAs | Evaluation of assessment data; progress meetings; learning walks and observations; work scrutiny; pupil voice | T. Mamak H. Rees | Termly |

difference with non-PP pupils nationally	teachers to provide bespoke English and mathematics interventions, addressing misconceptions from the morning lessons or pre-teaching	EEF research on small group tuition			
To raise the attainment of disadvantaged pupils through developing the quality of teaching and learning	Establish baseline attainment for every disadvantaged pupil at the start of the year from 2017 assessments, identify under attaining disadvantaged pupils and HA disadvantaged pupils Class teachers compile class profiles establishing PP pupils which inform Pupil Progress meetings Pupil Progress meetings set attainment targets for under attaining	Evidence of the impact of QF teaching Evidence of impact of interventions Evidence of impact of English and mathematics co-ordinators on teaching and learning Evidence of impact of use of tracking system for targeting	Lesson observations and learning walks Work scrutiny Co-ordinator reports Tracking data	DHT(S), DHT(P), AHTs, CTs, TAs, SENCo, English and mathematics co-ordinators; AT onwards	Termly

	and HA disadvantaged pupils and W 1, W 2 and W 3 strategies to raise attainment are established DHT(S) carries out interim work scrutiny between PP meetings focused on the progress of under attaining and HA disadvantaged pupils Co-ordinator work scrutiny should always include PP pupils Training is provided to TAs responsible for delivery of interventions Intervention delivery is monitored EQTA meetings with English and				

	mathematics co-ordinators and AHTs consider effectiveness of provision and agree actions. Focus upon disadvantaged pupils within the Performance Management cycle CPD for teachers and TAs develop effectiveness of planning and delivery Devise and implement guidelines re. strategies for disadvantaged pupils for teachers to use in class as part of Quality First teaching Continue to develop teacher understanding of the use of assessment at the start of lessons and within lessons to				

	meet the needs of the pupils Continued development of teacher understanding of scaffolding learning to meet challenge, including deepening and modelling and scaffolding strategies				
Accelerate progress from low baselines for PP pupils in Nursery and Reception to ensure attainment across all abilities is at least national average by the end of FS and the difference is diminished	Establish areas of need on entry and plan curriculum accordingly Establish an intervention programme Curriculum workshops for parents	Low standards across all areas on entry	Evaluation of assessment data; progress meetings; impact of interventions data; learning walks and observations; work scrutiny; pupil voice	H. Lynch	Termly
Yr. 1 PP pupil phonics attainment is at least in line with national	PP pupils are in teacher led phonics groups and guided	Maintain improvements of 2017 from 2016 PP	Evaluation of assessment data; progress meetings;	H. Rees G. Eckly- Gardner	Half termly

averages	reading groups PP pupils are specifically targeted through interventions if necessary	phonics attainment in Yr. 1	impact of interventions data; learning walks and observations; end of year phonic screening		
Responsibility and accountability for provision for PP pupils is strategic and effective	The DHT (standards) has overall responsibility for developing, implementing and evaluating the school's strategies to address the needs of PP pupils who face barriers to learning	Need to ensure clear and accountable leadership of PP provision	Pupil Premium Strategy in place Implementation is monitored and evaluated Data re. PP pupil attainment and progress	H. Rees	Half-termly
SEN provision meets the needs of PP pupils with SEN and that accelerated progress for SEN pupils diminishes the difference between SEN PP pupils and non-SEN PP pupils	As a whole school measure, to review SEN provision, formulate new strategies to raise SEN attainment and implement new strategies. For PP pupils in particular, part funding of SENCOs and additional SEN TAs to target PP/SEN	External consultant report recommendations that reflect the impact of good practice in a high achieving school. J. Hattie's research evaluation re. not labelling pupils EEF research on use of TAs to add value to	Evaluation of assessment data and PCEPs; progress meetings; impact of interventions data; learning walks and observations; work scrutiny; planning scrutiny; pupil voice; parental voice	H. Lynch (Line manager, SEN) SENCo H. Rees (Standards)	Termly

	attainment through (i) enhanced support for teacher planning (ii) enhanced targeted teacher and TA support within lessons (iii) enhanced provision of interventions PP Mentor system	teacher responsibility Evidence from previous in-school interventions			
PP progress accelerates and attainment is raised to at least national averages and the difference with non-PP pupils nationally is diminished	Part fund the employment of TA staff across all phases to support PP pupils through interventions	Impact of last year's TA interventions EEF research on use of TAs to add value to teacher responsibility EEF research on small group tuition	Evaluation of assessment data; progress meetings; impact of interventions data; observations; work scrutiny; pupil voice	Helen Rees Helen Lynch	At end of interventions
Appropriate support for PP pupils with social, emotional and mental health needs so that those pupils can accelerate progress without impediments	As a whole school approach, implement, monitor and evaluate the PHSE programme. Learning Mentor to provide programmes that support the emotional and social development of some	School curriculum based on good practice of national PHSE Association curriculum External advice from accredited external advisers Evidence from	Monitoring of behaviour records and plans Boxhall profiles Falling rate of exclusions Pupil voice	Helen Rees Helen Lynch Louise Price	Half-termly

	PP pupils

Family Support to work with some PP families to support family strategies to address these barriers

Behaviour management training and advice for staff from external agencies

Individualised behaviour support programmes

TA support

Social and emotional intervention group

PP Mentor system | previous year's Boxhall previous re. the intervention group

Evidence of previous year's individualised behaviour programmes

EEF research on behaviour interventions

Evidence from monitoring of FST caseloads | Lesson observations

Learning Mentor evaluations of interventions

FST case studies

Work scrutiny

Pupil Progress meetings | | |
| High rates of attendance for PP pupils without a difference between attendance rates for | Learning Mentor and EWO to target all attendance concerns and PP attendance concerns in particular | Impact evidence from previous year of general rise in attendance and PP attendance in | Attendance reviews

Pupil Progress Meetings | Dawn Swain (LM)
Tracey Lewis (EWO)
Helen Rees | Attendance reviews fortnightly

Attainment data evaluations termly |

PP and non-PP pupils	through monitoring reviews, action plans, family and pupil interventions, reward systems and use of external agencies Subsidise places at the Breakfast club for targeted disadvantaged pupils and devise activities that develop their reading and language skills PP Mentor system	particular. Research on the link between attendance rates and attainment outcomes.	Attendance rate data Attendance reports to HT Attainment data Case studies Work scrutiny		
The school's parental partnership with parents/ carers of PP pupils supports the school's strategies to raise the attainment of PP pupils	Employment of a Family Support Team and Learning Mentor to work with some families whose children receive PP funding Part funding of termly parent curriculum workshops in reading, phonics, writing,	Evidence from monitoring of FST caseloads in previous year Evidence from monitoring of LM attendance caseloads and attendance data in previous year Parental feedback re. curriculum workshop	FST caseloads and case studies LM case studies Attendance data Timetable of curriculum workshops Timetable of parent literacy and	H. Rees H. Lynch AHTs	Half termly

	mathematics and SEN Development of literacy and numeracy skills of parents 1:1 meetings with parents of PP pupils whose barriers to learning are not being eroded	impact on parent understanding of how to support their child's learning from previous year Low level of skills identified by deprivation indices amongst some of the parent body Last year's EYFS skills workshops	numeracy programmes Pupil voice Parental feedback Pupil Progress meetings		
The experiences on offer to PP pupils beyond the classroom addresses any cultural deficits, raises aspirations and self-esteem, enriches love of learning and improves the quality of writing and language	Subsidies for enrichment activities (musical, sporting, cultural, social) within school and for trips Provision of free or subsidised access to extra-curricular clubs (including breakfast club)	Pupil feedback on enrichment activities last year Impact on quality of writing Low take up by PP families in 2016-17 for clubs	Pupil voice Evaluations from staff on impact of activities on pupils	H. Rees H. Lynch AHTs	Half termly