

## **2020-2021 Leominster Primary School Premium Strategy Statement - End of year review**

PP KS2 SATS 2019

**Cohort 2020: 74 pupils. 25 pupils 34% PP. 11/25 are also SEN (44%)**

**Attainment Due to COVID data 2019**

**Expected**

<b>Subject</b>	<b>% of PP at expected 2018</b>	<b>% of PP at expected 2019</b>	<b>National Disadvantaged 2019</b>	<b>National Non-Disadvantaged 2019</b>
Reading	43%	58%	62%	78%
GPs	53%	58%	67%	83%
Writing	63%	69%	68%	83%
Maths	60%	75%	67%	84%
R/W/M	47%	53%	51%	71%

**Greater depth**

<b>Subject</b>	<b>% at greater depth 2018</b>	<b>% at greater depth 2019</b>	<b>National Disadvantaged 2019</b>	<b>National Non-Disadvantaged 2019</b>
Reading	17%	14%	17%	31%
GPs	29%	22%	24%	41%
Writing	14%	19%	11%	24%
Maths	14%	3%	16%	31%
R/W/M	7%	0%	5%	13%

### PP with SEN




	Maths	Reading	Writing
EX 2019	2/10 (20%)	2/10 (20%)	2/10 (20%)
Ex 2018	1/7 (14%)	0/7 (0%)	0/7 (0%)
GD2019	0/10 (0%)	1/10 (10%)	1/10 (10%)
GD 2018	0/7 (0%)	0/7 (0%)	0/7 (0%)

### PP NO SEN

	Maths	Reading	Writing
EX 2019	26/27 (96%)	20/27 (74%)	24/27 (89%)
Ex 2018	14/21 (67%)	11/21 (52%)	16/21 (76%)
GD 2019	1/27 (4%)	4/27 (15%)	6/27 (22%)
GD 2018	3/21 (14%)	6/21 (29%)	4/21 (19%)

### Progress 2019

### Average progress for disadvantaged pupils in reading, writing and maths

	Reading	Writing	Maths
Progress score for disadvantaged pupils	<b>-2.07</b>	<b>0.79</b>	<b>0.47</b>
Confidence interval	-4.1 to 0.0	-1.1 to 2.7	-1.3 to 2.3
Number of disadvantaged pupils	35	35	35
Disadvantaged pupils with adjusted scores	1	1	0
National average for non-disadvantaged pupils	0.32	0.27	0.37
National average for disadvantaged pupils	Like-for-like  0.62	Like-for-like  0.50	Like-for-like  0.71

### Prior attainment of disadvantaged pupils - 3 year trends

2017		2018		2019	
Non-dis	Dis	Non-dis	Dis	Non-dis	Dis
38	32	50	29	36	35
16.24	14.97	16.38	14.21	16.72	15.36

Review of expenditure				
Previous Academic Year 2020-21			PP 2020-21 (Financial year)	
			£211,200	
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate</i>	Lessons learned <i>(and whether you will continue with this approach)</i>	Cost
<b>To continue to accelerate progress for KS2 PP pupils (including PP pupils working at greater depth) in writing and mathematics in Yr. 6 in order to raise attainment to at least national averages and diminish the difference with non-PP pupils nationally. Target reading and GPS in particular as well as GD.</b>	Autumn - Redistributed support staff into year 6 to target borderline pupils. Support staff placed into year 6 to target borderline pupils. Additional booster groups for reading and GPS – TM to target GD. HR to focus on PP not on target. Autumn term - Two year 6 teachers working at home provide Live lessons on TEAMS for pupils of GD in reading and maths. Also provide 1:1 tutoring for identified GD pupils working with parents and pupil, setting work and responding to work completed.	It was been difficult to measure impact  Not able to happen due to COVID restrictions  TM and HR ran groups through the Autumn term. Booster groups did not happen.  SATs did not take place due to COVID.  Autumn term – Live lessons were extremely successful.  Homework intervention – 100% progress from 10 pupils. Scaled scores improved ranging from 1 point to 6 points. All pupils now at expected with 4 now achieving GD. Maths in school intervention 93% progress. Scaled scores ranging from 1 point to 8 points. 12/15 now expected. 1 now at GD. Reading in school intervention – 69% progress. 11 now at expected. 3 now at GD. Scaled points ranging from 1 point to 12 points.	Tutoring was extremely successful and this is an approach that we will continue with next academic year.  Due to previous years success with targeting border line pupils this will continue	£34,240
<b>To raise the attainment of disadvantaged pupils through developing the</b>	Clear expectations are established with teachers in pupil progress meetings regarding expected progress and attainment of PP pupils. Baselines and targets are established. Identify under attaining disadvantaged pupils and HA	Due to disruption caused this academic year data has not been used. PP meetings took place in Autumn term. Teachers set high expectations of PP pupils. Teachers were identified to support and plans were put in place.	CPD to continue next year due to the disruption this year. Newly appointed PP champion to research approaches for us to	No cost

<b>quality of teaching and learning</b>	<p>disadvantaged pupils. Plans for PP children are in place and are effective. Identified target teachers, support programme put in place and progress is monitored every 4 weeks. Effective programmes introduced to tackle reading (cracking comprehension and accelerated reader) and maths (rock stars)</p>	<p>Lessons and work scrutiny were not monitored in Spring or Summer due to restrictions and lock downs.</p> <p>Accelerated reader analysis Accelerated Reader analysis demonstrated that the following percentage of children were at or above benchmark:</p> <p>Year 6 – 69.3% Year 5 – 59.3% Year 4 – 74.3% Year 3 – 56.3%</p>	<p>implement next academic year.</p> <p>Due to disruption this year when pupils were unable to complete accelerated reader during lock down we will continue with this strategy and monitor impact termly.</p>	<p>Additional Accelerated Reader Resources £700</p>
<b>Continue to accelerate progress for all PP pupils in English and mathematics generally and reading in particular so that expected attainment rises and gaps due to COVID are addressed.</b>	<p>Approaches and support will need to be tailored to individual needs to prevent children falling further behind. This is particularly important for vulnerable children who might have further barriers to learning in their home environment. Complete subject-specific assessments (such as the assessments we use for phonics and Ready to progress in Maths) to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations.</p> <p>Develop an effective remote learning system that is high quality, integrated into school curriculum planning and aligns closely with in-school provision and enables teachers to give effective daily feedback to all pupils. Ensuring that all pupils are able to access remotely when they are working from home. Ensure all PP pupils are able to access work remotely by purchasing laptops and providing workbooks. Member of staff assigned to monitor pupils not engaging in on line learning and identify issues</p>	<p>School worked with Whitchurch school on developing Ready to Progress in maths to assess gaps. Staff received CPD and produced assessments at the end of the year high lighting key concepts in maths for the next class to focus on.</p> <p><b>Staff are receiving Write stuff training to</b></p> <p>Successful remote learning system was bought and used. 457 pupils engaged in remote learning (97%) Alternative provision was made for those who couldn't access PM. 6% (3 pupils) were not engaged in any remote learning. Parent questionnaire showed parents were happy with the remote learning platform chosen.</p> <p>School Utilised CEV teaching and support staff. Offering tutoring to pupils to address gaps in Maths and reading comprehension by providing remote teaching from CEV teaching staff working from home. Year 5 pupils identified for in</p>	<p>Ready to progress will be used by staff next year to address gaps in maths</p> <p>Write stuff will start in January after training.</p> <p>Remote learning will continue next year for pupils who need to isolate pupils are absent from school for a specific reason or if we go into another lock down.</p> <p>We will continue to utilise staff who may need to work from home</p>	<p>CPD Ready to Progress with staff training</p> <p>Identified pupils and provided devices to enable pupils to take part in on line learning (45 lap tops supplied by DfE at no cost to school)</p> <p>Software purchase for remote learning</p> <p>Write stuff resource and CPD for staff</p> <p>Member of staff working from home tracking all vulnerable pupils to ensure engaging in remote learning,</p>

	<p>and provide support to ensure on line learning takes place. effectively from home,</p> <p>Use support staff and teachers unable to be in the classroom to work across year groups and run a 'catch up' programme. Interventions (phonics, reading, maths) with identified pupils.</p>	<p>school-based tutoring for reading 1:1 and comprehension, Maths to address gaps in learning. Small group and 1:1 Interventions offered by CEV support staff, speech and language, Talk boost, phonics, reading and Maths.</p>		<p>CEV staff interventions:</p> <p>Y5 1;1 Reading Y1 1:1 reading, Y3 and 4 reading, 1:1 Year 1 and 2 reading and phonics (Autumn 2 and Summer term 2)</p> <p>£61,360</p>																									
<p><b>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</b></p>	<p>Establish areas of need on entry and plan curriculum accordingly.</p> <p>Establish an intervention programme. These included Early Talk (Nursery) and TalkBoost (Reception) sessions to increase communication and language skills as well as developing personal, social and emotional skills. Interventions for maths occurred 2/3 times a week and included number recognition, counting, shape recognition and understanding of prepositional language. Interventions for literacy occurred 2 / 3 times a week and included name writing, phonic sound recognition, caption writing and targeted readers.</p> <p>1:1 target readers were carried out by a designated teaching assistant.</p> <p>Other interventions included dough gym, colour recognition, EAL PP language and understanding interventions and cutting skills.</p> <p>Interventions for Nursery included dough gym and individual speech and language programmes.</p>	<p>Workshops were planned for Spring term but did not happen due to COVID restrictions.</p> <p>Predicted results were:</p> <table border="1"> <thead> <tr> <th>Subject</th><th>PP baseline</th><th>Baseline all</th><th>PP GLD</th><th>GLD all</th></tr> </thead> <tbody> <tr> <td>Reading</td><td>0%</td><td>0%</td><td>41%</td><td>56%</td></tr> <tr> <td>Writing</td><td>9%</td><td>7%</td><td>42%</td><td>50%</td></tr> <tr> <td>Maths</td><td>0%</td><td>18%</td><td>50%</td><td>58%</td></tr> <tr> <td>SS and M</td><td>18%</td><td>26%</td><td>50%</td><td>58%</td></tr> </tbody> </table> <p>(Overall GLD was 50% for all pupils and 40% for PP pupils )</p>	Subject	PP baseline	Baseline all	PP GLD	GLD all	Reading	0%	0%	41%	56%	Writing	9%	7%	42%	50%	Maths	0%	18%	50%	58%	SS and M	18%	26%	50%	58%	<p>To continue due to PP children making accelerated progress in all areas within prime areas and specific areas.</p>	<p>Reception Reading / Talk Boost interventions</p> <p>TAx3 for 3 hours per week picking up interventions in Reception classes</p> <p>Nursery Early Talk / speech programmes</p> <p>£19,314</p>
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<b>Yr. 1 and 2 PP pupil phonics attainment is at least in line with national averages</b>	<p>PP pupils in Y2 are in teacher led phonics groups and guided reading groups. Phonics knowledge in Y1 and Y2 is reinforced across the curriculum PP pupils are specifically targeted.</p> <p>Y1 and Y2 pupils are grouped according to stage for phonics teaching and moved to a higher group when appropriate. Y2 pupils are in a teacher led phonics group.</p>	<p>Phonics test in Y1 did not take place.</p> <p>Phonics retest in year 2 did take place.</p> <p>Due to COVID restrictions, children will not in small phonics groups but instead were taught as a whole class which did have an impact on our results.</p> <p>Predicted results were</p> <p><b>Year 1: Predictions</b></p> <table><tr><th>All</th><th>PP</th></tr><tr><td>71%</td><td>38%</td></tr><tr><td colspan="2">National average for 2019 – 82%</td></tr></table> <p><b>Year 2: All children took the phonics screening check due to not being able to take it in year 1</b></p> <table><tr><th>All</th><th>NAT</th></tr><tr><td>75% 52% PP pass</td><td>For 2019: 91% national average for the whole cohort</td></tr></table>	All	PP	71%	38%	National average for 2019 – 82%		All	NAT	75% 52% PP pass	For 2019: 91% national average for the whole cohort	<p>This shows the impact that previous phonics interventions have had. Next year these interventions will resume and all Y2 and Y3 pupils who have not passed the phonics screening will have interventions.</p>	<p>No cost</p>
All	PP													
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75% 52% PP pass	For 2019: 91% national average for the whole cohort													
<b>Responsibility and accountability for provision for PP pupils is strategic and effective</b>	<p>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 Assistance from the School Business Manager in putting together the plan/ costings/ monitoring</p>	<p>PP strategy was focused on strategy, impact / outcome.</p> <p>Costings were against each strategy.</p>	<p>To continue however a PP champion has been appointed to support DHT who is now co Head of school. SBM to support.</p>	<p>£17,570</p>										



		<p><b>Cool KIDS.</b> Intervention was stopped due to COVID and data not able to be obtained.</p> <p><b>Martial ARTS-</b> Unable to take place</p> <p>SENCO completed EHCP / top up funding for SEN/PP pupils to ensure funding. SEND pupils received regular phone class during lock down from our SENCO to support their learning. SENCO also worked with class teachers to ensure provision was appropriate (Purple mash / learning packs)</p>	<p>All SEND / PP pupils were engaged in their learning during lock down. They were all offered a place at school during this time and those that didn't come in worked at home on purple mash or packs. We would therefore continue this approach. We were also successful in 5 funding applications during this time</p>	
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ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate</i>	Lessons learned <i>(and whether you will continue with this approach)</i>	Cost
<b>Appropriate support for PP pupils with social, emotional and mental health needs so that those pupils can accelerate progress without impediments</b>	<p>As a whole school approach, implement, monitor and evaluate the PHSE programme. Trained SEN TAs provide programmes that support the emotional and social development of some PP pupils (ELSA) 2 staff appointed (every afternoon) and 2 rooms created with additional resources purchase, pupils identified ready to start in September</p> <p>Family support team and Early help worker to work with identified PP families to support family strategies to address barriers. Behaviour management training and advice for staff from external agencies</p> <p>Individualised behaviour support programmes</p> <p>Mental Health ambassador appointed (Vanessa Watts)</p>	<p>Elsa and well being programmes ran for Autumn and Summer term.</p> <p>Early help worked with 22 children and 13 families none of these families have escalated into the social care arena</p> <p>Introduced a whole school approach – emotion Coaching which is a therapeutic approach to help support children with emotional and social development.</p> <p>School received support from Achievement and well-being for all. An action plan for delivering Emotion coaching was developed with VW and HSW Staff to receive training in the autumn term (2021)</p>	<p>Continue with emotion coaching and deliver to parents.</p>	<p>Safeguarding Mgr (1 term) Student &amp; Family Support Worker and Early Help Worker</p> <p>Emotional coaching programme and training of staff</p> <p>ELSA resources and training, 2 staff appointed to carry out interventions</p> <p>Butterfly counselling sessions</p> <p>£58,815</p>

<p><b>High rates of attendance for PP pupils without a difference between attendance rates for PP and non-PP pupils</b></p>	<p>Safeguarding manager and allocated staff member to target all attendance concerns and PP attendance concerns in particular through monitoring reviews, action plans, family and pupil interventions, reward systems and use of external agencies</p> <p>Appoint a HSLO</p> <p>Subsidise places at the Breakfast club for targeted disadvantaged pupils and devise activities that develop their reading and language skills</p>	<p>Attendance was monitored on a daily basis by the Safeguarding Manager and an CEV member of staff for any children who were absence, authorised or unauthorised, or late. This was done via sending parent mail, making phone calls, sending emails or completing home visits to ensure children are only absent from school for genuine reasons and the whereabouts of all children is known.</p> <p>The school have invested in My Concern software which makes safeguarding around the school a lot more accessible and staff are able to create concerns at anytime including attendance concerns.</p> <p>Meeting are held to identify those children whose attendance causes a concern, this included children whose attendance is below 90% or where there are new unauthorised absences. Pupil Premium children were identified within this.</p>	<p>This approach continues to be successful and needs to continue.</p>	<p>£14,931</p>
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		<p>Pupils in the Autumn and summer who had less than 95% attendance and have been noted through termly data as making less than expected progress and / or attainment received a letter explaining to parents the link between attainment and attendance.</p> <p>The school have invested in a highly experienced Education Welfare Officer to complete Action Plan's &amp; feedback remotely, Intervention Days and Truancy Sweeps (21/22</p> <p>Meetings have been held between Interim Safeguarding Lead and Mrs Bristow to look at patterns of none attendance and unauthorised absences and letters have been sent to these families.</p> <p>During the Autumn Term more bespoke attendance letters will be going out in regards to attendance asking for medical evidence, punctuality and holidays that are not permitted in school time.</p>		
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		Some of our more vulnerable children have accessed breakfast club due to low attendance and attainment for free, we have taken this decision to make sure that certain children have the best possible start to their day.		
<b>The school's parental partnership with parents/ carers of PP pupils supports the school's strategies to raise the attainment of PP pupils</b>	<p>Employment of a Family Support Team and use of Early help worker to work with some families whose children receive PP funding</p> <p>Part funding of termly parent curriculum workshops in reading, phonics, writing, mathematics and SEN – unable to take place due to COVID restrictions</p> <p>Development of literacy and numeracy skills of parents</p> <p>1:1 meetings with parents of PP pupils whose barriers to learning are not being eroded</p> <p>The Employment of the Education Welfare Officer</p>	<p>From 2020/2021 Emmy Newton, Link Early Help Family Support Worker, is supporting 13 families of children who attend Leominster Primary School alongside their siblings.</p> <p>Within the Early Help Plan 8 out of the 18 school aged children at the time of the assessment were identified as having an attendance of under 90% and therefore a persistent absentee from school.</p> <p>The impact of Early Help made a substantial difference with one child rising from 69.4% to this year at 92.7% currently and a second from 63.2% last year to 78.9% this academic year.</p>	<p>Approach successful and needs to continue.</p> <p>We have a further 5 families are on the waiting list for the next academic year</p>	<b>Early Help</b>

iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate</i>	Lessons learned <i>(and whether you will continue with this approach)</i>	Cost
<b>To raise the attainment of disadvantaged pupils by developing the quality of teaching and learning with a particular focus on greater depth PP.</b>	Working with the LA on Herefordshire Pupil Premium Strategy project – diminishing the differences to evaluate current strategies across a range of schools and devise new strategies to raise attainment. To attend 1;1 clinic with Charlotte Hall, take part in a Deep dive. Applied for academic mentors and school tutoring to work with pupils	Ideas given from deep dive clinic  Successful in our application for an academic mentor (December) However they could not provide us with one. Successful in application for school led tutoring with Coach Bright – however they were unable to support us in Summer term. Booked to start next academic year.		No cost
<b>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</b>	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) Raise opportunities by inviting different people in the community to talk about their jobs. Annual careers evening to raise aspirations for years 5 and 6.	We gave 208 sessions of Breakfast Club to 3 children in the Autumn and Summer terms  Unfortunately, due to current restrictions no trips took place. Careers evening in Autumn term although organised was unable to take place.  Due to restriction music did not take place in the Autumn or Spring. However, these resumed in the Summer term. 3 pupils received funding for music lessons	A number of pupils would have benefitted from a wide range of opportunities that they may not have had the opportunity to experience so this approach needs to continue. However due to restrictions residential and end of year trips and swimming lessons did not take place this year. Horse riding did not take place as there was a problem with the mini bus, which has now been fixed.	Breakfast club, music lessons, and additional resources for pupils  £1,164
<b>Total Spend:</b>			<b>£223,074 (overspend of £11,874)</b>	