

# Leominster Primary School



Pupil Premium Strategy 2021-2022 - Review  
Reviewed by Helen Rees and Steve Peet  
Date: September 2022

## 2021-2022 Leominster Primary School Premium Strategy Statement - End of year review

### PP KS2 SATS 2022

Cohort 2021-2022: 70 pupils. 23 pupils 33% PP.

#### Maths KS1: 76% EXS, 24% GD

Grade	2022	2019	2018	2017	2016	National 2022	Difference from provisional national
EXS	70% (71%)	81%	69%	73%	49%	71%	1% drop
GD	13% (24%)	15%	23%	14%	5%	22%	9% drop
APS	104	104	103	103	99	104	
Progress	-1.1	+0.7	+0.3	-0.5	-3.5	N/A	

#### Reading Y1 phonics score – 92% KS1: 76% EXS, 29% GD

Grade	2022	2019	2018	2017	2016	National 2022	Difference from provisional national
EXS	67% (74%)	73%	66%	68%	59%	74%	7%
GD	13% (28%)	19%	30%	22%	10%	28%	15%
APS	103	102	103	102	100	105	
Progress	-2.09	-0.4	-0.7	-0.7	-1.0	N/A	

**Writing KS1 – 72%EXS, 17% GD,**

Grade	2022	2019	2018	2017	2016	National 2022	Difference from provisional national
EXS	68% (69%)	78%	74%	71%	67%	69%	1%
GD	7% (13%)	23%	26%	14%	12%	13%	6%
Progress	-1.5	+1.02	+0.9	-0.12	-1.9	N/A	

**GPS**

Grade	2022	2019	2018	2017	2016	National 2022	Difference from provisional national
EXS	61% (72%)	74%	72%	68%	60%	72%	11%
GD	17% (28%)	28%	34%	27%	14%	28%	11%
APS	103	104	105	104	101	106	

**RWM KS1 – 65% EXS, 5% GD**

Grade	2022	2019	2018	2017	2016	National 2022	Difference from provisional national
EXS	52% (59%)	65%	55%	60%	38%	59%	7%
GD	5% (7%)	5%	16%	4%	3%	7%	2%

**Science KS1: 85%**

Grade	2022	2019	2018	2017	2016	National 2022	Difference from KS1
EXS	77%	85%	88%	78%	82%	79%	Drop 8%

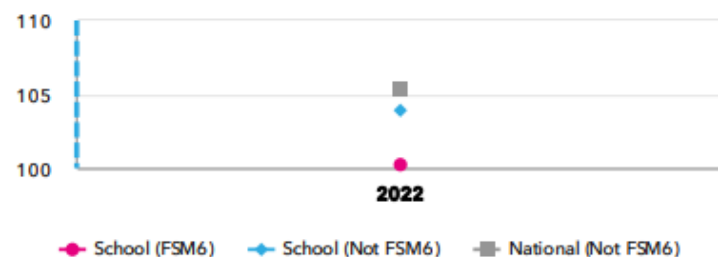
**Disadvantaged pupil progress score**

Reading	Writing	Maths
-2.6	-2.4	-3.2

# Disadvantaged pupils

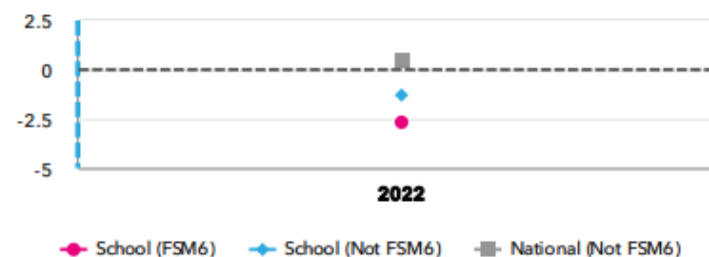
## KS2 attainment for disadvantaged pupils 2022

Average Scaled Score (Re, Ma)



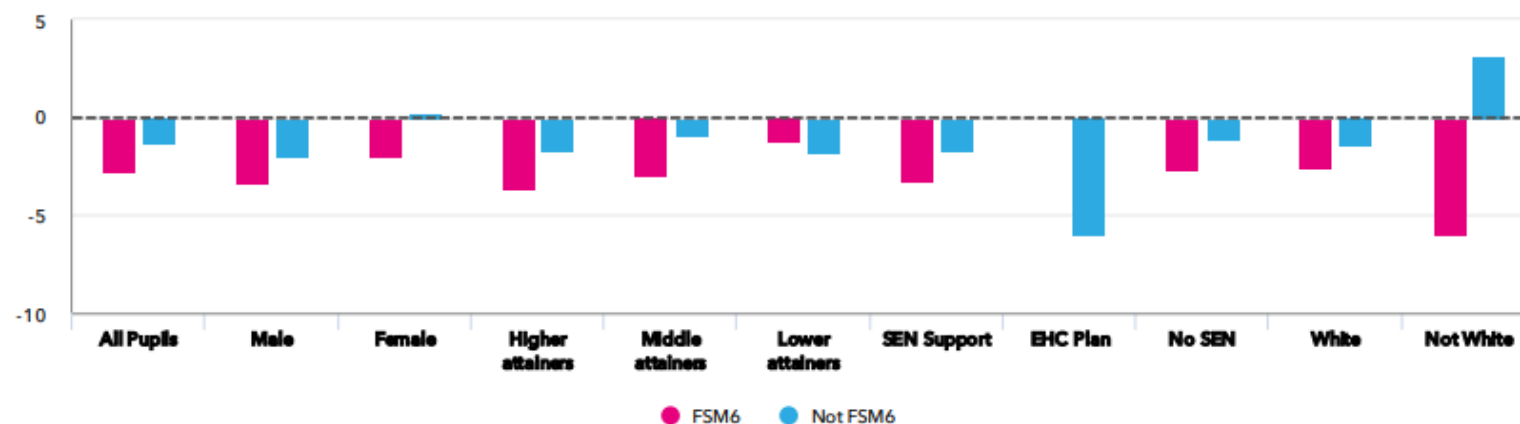
## KS2 progress for disadvantaged pupils 2022

Average Scaled Score (Re, Ma)



## Progress gap

Average Scaled Score (Re, Ma)



Review of expenditure				
Previous Academic Year 2021-2022			PP 2021-2022 (Financial year)	
			£185,470	
i. Teaching (for example, CPD, recruitment and retention)				
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
Narrow the attainment gap between disadvantaged and non-disadvantaged children.	To raise the attainment of disadvantaged pupils by developing the quality of teaching and learning. The school has a focused commitment to drive improvement by focusing on exceptional teaching in every lesson and from every lesson.	<p>Professional development has been tailored to meet needs identified through monitoring and data and clearly focused upon teaching and learning. Example: with regard to teaching staff generally, following the introduction of changes in the teaching and learning of mathematics, the Mathematics Co-ordinators worked with each year group to develop understanding of the approach, beyond generalised staff meeting CPD, by planning a lesson with one teacher who then delivered it before the co-ordinators and the other two teachers, discussing it together, then planning a follow up lesson.</p> <p>On an individual teacher basis, the English and mathematics co-ordinators and SEND team supporting planning, delivery and assessment for identified teachers.</p> <p>ECT staff have a mentor as well as an induction tutor. They receive adequate time as well as a robust plan to support them which includes watching other staff in areas they need, support with planning and team teaching.</p> <p>High expectations of the school's leaders, and their commitment to accountability, were reflected in the</p>	<p>Questions to be answered:</p> <p>In which areas do Pupil Premium students do less well in this school than their peers and why?</p> <p>How can QFT be used effectively to deliberately support Pupil Premium students catch up and keep up?</p>	£42,564

	<p>Identified target teachers, support programme put in place and progress is monitored every 4 weeks. Regular CPD for staff and Teaching assistants - including monitoring for impact.</p> <p>Termly data analysed and tracking used to identify and monitor attainment gap. PP pupils identified to target for GD and strategies discussed. PP pupils who are not on track (progress and prior attainment) are discussed and plan of action put in place. Clear expectations are established with teachers in pupil progress meetings regarding expected progress and attainment of PP pupils. Baselines and targets are established. Identify underattaining disadvantaged pupils and HA disadvantaged pupils</p> <p>Monitoring demonstrates teachers use effective strategies within lessons to target PP pupils. Regular work scrutiny for PP pupils takes place between progress meetings. Coordinator work scrutiny includes PP pupils.</p> <p>SLT meetings evaluate the effectiveness of provision for PP pupils and agree actions.</p>	<p>use of tracking processes to inform strategies to improve provision that led to rising standards and greater progress. At termly Pupil Progress meetings, any PP child that was not on-track for expected or greater depth attainment was discussed and strategies (with an emphasis on quality first teaching) were devised to accelerate progress. Pupils who had not passed phonics screening in Y1/2 and/or reading at Y2 were identified and discussed with staff. Interventions and strategies were put in place to accelerate progress for these pupils (see Part ii Targeted academic support).</p> <p>Lesson observations by SLT and subject co-ordinators have had, as a stated focus, strategies employed by teachers to support PP pupils. The following strategies have been observed: targeted questioning, additional verbal and written feedback, targeted live marking during lessons, strategic seating.</p> <p>SLT meetings have included discussions regarding the reinforcement of ensuring avoidance of lower</p>		
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	The school curriculum meets the needs of PP pupils.	expectations from teaching staff of PP pupils and not conflating low prior attainment of PP pupils with limited potential.		
Improved oral language skills and vocabulary among disadvantaged pupils.	Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time. Training and purchasing resources for Talk Boost and Early Talk. Continue with the layered vocabulary approach in nursery and reception.	<p>Reception entry data indicated low standards for communication and language, so there were planned spoken language opportunities in the FS which extended into KS1 through Talk for Writing. These activities provide opportunity for oral rehearsal and the focus on using correct and effective vocabulary when modelling, within language rich environments.</p> <p>Lesson observations have identified a planned focus on dialogic teaching (in most lessons and where relevant), in that the dialogic elements of lessons are:</p> <ul style="list-style-type: none"> <li>Collective - where students come together in joint learning and inquiry</li> <li>Reciprocal - where students listen, share and consider the view of others</li> <li>Supportive - students are able to express themselves safely (and are encouraged to 'take a chance' or 'have a go')</li> <li>Cumulative - build on their own and others' contributions, and prior learning, and chain them into a coherent line of thinking</li> <li>Purposeful – discussion is structured with specific learning outcomes.</li> </ul> <p>The school also recognises that language and vocabulary is important to pupils' development therefore age appropriate language is displayed and modelled in all classrooms.</p> <p>2 support staff were trained to deliver Early Talk for Nursery and Talk Boost interventions for Reception.</p>		<p>Talk boost</p> <p>Early talk</p> <p>Speech and Lang</p> <p>External Speech and Lang</p> <p>Speech and Lang therapy screening sessions</p> <p>£1580.50</p>



	<p>Employ external Speech and Language external Therapist. Employ speech and language support staff (1 full time and 1 part time) to deliver interventions across the school.</p> <p>Provide 1:1 support and targeted interventions and CPD from in house speech and language specialists and bought-in- services.</p>	<p>18 pupils received SALT interventions. 100% progress was made with 14 pupils (78%) no longer needing the intervention and were therefore discharged.</p>	<p>Next year – SENCOS will monitor interventions more closely and produce termly reports to SLT on impact of Speech and Language</p>	
<p>Improved attainment scores of disadvantaged pupils in;</p> <p>EYFS – word reading, writing, number, numerical pattern</p> <p>Y1 phonics screening check</p> <p>Y2 phonics retest</p>	<p>Continuation of RWI approach to secure stronger phonics teaching for all pupils. RWI training for staff.</p> <p>Essential phonics training and resources provided from Nursery, reception, Year 1 and 2 for teachers and support staff.</p> <p>Phonics training for all staff to understand how to teach phonics</p>	<p>RWI training delivered by KS1 English Co-ordinator/RWI Lead. Model teaching provided to staff who requested it or who were identified as needing refresher coaching through monitoring in lesson observation. RWI lead not teaching a phonics group in order to regular monitor delivery of phonics lessons and model delivery if requested or required.</p> <p>EYFS: 63% ( in line with national figures)</p> <p>60% of PP pupils passed Y1 Phonics Screening Check (target 80%). Difference between PP and all pupils was diminished (60% PP:68% all pupils compared to 50% PP:70% all pupils in 2018)</p> <p>Year 2 phonics retest – 89% with 100% of PP pupils who passed compared to 83% in 2019.</p>	<p>The school understands that reading is fundamental to everything. Early reading continues therefore to be a school priority and we have a rigorous and sequential approach to the reading curriculum developing pupil's fluency, confidence and enjoyment in reading.</p> <p>Next year – more focus will be given to ensure lowest 20% of all pupils in reading receive additional interventions which will be tracked termly.</p> <p>Next year – to improve phonics interventions further by ensuring all pupils in KS2 who have not passed continue to have specific phonics interventions.</p>	£4,386

KS1 reading, maths, writing and the combined measure	Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery in number training, first class number CPD and subscription). Accessing resources from the NCETM, including the training and support materials related to the DfE non-statutory guidance, which includes the ready to progress criteria.	At the end of KS1 in 2022, 71% of pupils attained expected in reading which was higher than the national average of 67%. Greater depth as 22% which was higher than 18% national figures. School are prioritising the lowest 20% of pupils (in phonics, reading, writing and maths) In early reading, reading books connect closely to the phonics knowledge pupils are taught when they are learning to read. Comprehension is also prioritised throughout the school through guided reading, pleasure for reading both individual and class reading. Comprehension is an area that internal data indicates that continued development is needed. R/W/maths combined – 62% (18% GD) Higher than national figures (54%, 6%)																													
Improved attainment for disadvantaged pupils at the end of KS2 in; maths, reading, writing and combined measure Multiplication times table check	Delivery of effective interventions that raise the attainment of our pupil premium pupils In year 6 – with a particular focus on greater depth pupil premium. Engaging with the National Tutoring programme – maths and reading (Coach bright)	KS2 interventions – 36% Y6 PP, 21% of those also SEND Coach bright - (12 pupils) –85% passed KS2 SATS reading, 58% passed maths. 100%made accelerated progress (4pts) based on previous year Reading interventions – 85% passed SATs Maths interventions – 69% passed who were not PP, 35% of PP pupils passed. Impact was seen on NON-PP pupils. PP with additional barrier was not as successful <table><tr><td></td><td>PP</td><td>PP No SEND</td></tr><tr><td>Reading</td><td>63%</td><td>68%</td></tr><tr><td>Writing</td><td>50%</td><td>63%</td></tr><tr><td>Maths</td><td>42%</td><td>53%</td></tr></table> <u>Over all PP compared all pupils achieving SATs</u> <table><tr><td>Subject</td><td>EXS</td><td>GD</td></tr><tr><td>Reading</td><td>58% / 69%</td><td>13% / 14%</td></tr><tr><td>Writing</td><td>50% / 68%</td><td>0% / 7%</td></tr><tr><td>Maths</td><td>42% / 72%</td><td>4% / 13%</td></tr><tr><td>R/W/M</td><td>29% / 52%</td><td>0% / 5%</td></tr></table>		PP	PP No SEND	Reading	63%	68%	Writing	50%	63%	Maths	42%	53%	Subject	EXS	GD	Reading	58% / 69%	13% / 14%	Writing	50% / 68%	0% / 7%	Maths	42% / 72%	4% / 13%	R/W/M	29% / 52%	0% / 5%	NTP did not have the impact that we thought it would have in maths. The tutors were degree students not teachers. More impact was seen through teachers within the school taking interventions. Next year the government are not funding the full 75% so in-house interventions will be organised Maths interventions are not as successful as reading. Research on successful maths interventions for next year.	£7,678
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		<p><u>Progress</u></p> <table><tr><th>Subject</th><th>More than expected progress</th></tr><tr><td>Reading</td><td>92%</td></tr><tr><td>Writing</td><td>100%</td></tr><tr><td>Maths</td><td>100%</td></tr></table> <p><u>Progress compared to KS1 result</u></p> <table><tr><th>Subject</th><th>Progress</th><th>National Average</th></tr><tr><td>Reading</td><td>-2.7</td><td>-0.8</td></tr><tr><td>Writing</td><td>-2.4</td><td>-0.8</td></tr><tr><td>Maths</td><td>-3.2</td><td>-1.2</td></tr></table> <p><u>Conversion based on KS1 result</u></p> <table><tr><th></th><th>EXS</th><th>GD</th></tr><tr><td>Reading</td><td>75% (incl 1 WTS pupil)</td><td>40%</td></tr><tr><td>Writing</td><td>75% incl 1 WTS pupil)</td><td>0%</td></tr><tr><td>Maths</td><td>60% incl 2 WTS pupil)</td><td>33%</td></tr></table>	Subject	More than expected progress	Reading	92%	Writing	100%	Maths	100%	Subject	Progress	National Average	Reading	-2.7	-0.8	Writing	-2.4	-0.8	Maths	-3.2	-1.2		EXS	GD	Reading	75% (incl 1 WTS pupil)	40%	Writing	75% incl 1 WTS pupil)	0%	Maths	60% incl 2 WTS pupil)	33%	
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To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.  Train staff in emotion coaching.	PSHE Co-ordinator provided training to all teaching staff on 'Zones of Regulation' (a programme that develops awareness of feelings, energy and alertness levels and explores tools and strategies for regulation, prosocial skills, self-care, and overall wellness.)	£2,000																																

		Emotion Coaching was delivered by outside agency in Autumn Term. Discontinued due to dissolution of training company.		
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	<p>Teaching and learning support from the school SENCOs.</p> <p>Teachers targeted by SENCOs for ongoing support.</p> <p>For PP pupils in particular, part funding of SENCOs and additional SEND TAs to target PP/SEND attainment through enhanced provision of interventions.</p> <p>PP Mentor system – 2 TAs to regularly meet with identified PP pupils across KS2.</p> <p>SENCOs working with class teachers to ensure provision is appropriate (Purple Mash / learning packs) when pupils have to do remote learning.</p> <p>Tool kit purchased to assess pupils with SEND/PP to support pupils needs.</p> <p>Call in outside agencies to support pupils (e.g. Educational Psychologist).</p>	<p>Full-time and part timed trained Speech and Language TA's delivering interventions (SL), all children worked with made progress and all were reviewed by their individual Speech and Language Therapists. All the meetings were successful and the therapists were pleased with the children's progress and the support in place. Each child was reviewed either in clinic or in school with a 1:1 appointment with the therapist and SD. The therapists reported back to the SENCO that the support in school was positively impacting on the child, helping them to make progress and achieve their individual targets.</p> <p>Each PP Mentor met regularly with 6 pupils from Years 3, 4, 5 and 6 (12 pupils in total). Sessions focused on social, emotional mental health (SEMH) and well-being, alongside identified reading, writing or maths targets. All pupils made progress, both in terms of SEMH and well-being and academic targets (9 out of 12 pupils made accelerated progress in at least two areas of reading, writing and maths.)</p> <p>Resources were purchased – GL assessment</p> <p>The school has accessed support and advice from multiple agencies including Educational Psychology Service.</p>		<p>£2,745</p> <p>£750</p> <p>£1,392</p> <p>£72.50</p> <p>£967</p>

**ii. Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate</i>	<b>Lessons learned</b> <i>(and whether you will continue with this approach)</i>	<b>Cost</b>
Improved oral language skills and vocabulary among disadvantaged pupils.	Continuation of Talk Boost and Early Talk to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	2 support staff were trained to deliver Early Talk for Nursery and Talk Boost interventions for Reception.  Train staff and run Nesy programme. SENCO to monitor delivery and effectiveness of approach.	8 pupils in Nursery were identified to take part in Early talk programme. All pupils were working below expected age range. 62% of pupils made more than expected progress in speaking and 38% of pupils made expected progress. 75% of these pupils were on target in speaking by the end of their Nursery year. One pupil out of the 8 took part in the intervention programme was EAL and took part to boost their confidence. Although this pupil made expected progress, the pupil did not achieve the expected age range at the end of Nursery, but made	£2,746

			<p>more than expected progress in sense of self.</p> <p>In Reception, 10/11 (90% pupils had a baseline in Listening and Attention, Speaking and Understanding significantly below expected. These 10 children took part in the Talk Boost intervention and 67% of these pupils achieved a Good Level of development in these areas and the 3 children who did not achieve a GLD were only slightly below expected, rather than significantly below. Therefore the Talk boost intervention was successful as all pupils made accelerated progress.</p> <p>Due to change over of SENCOs data is not accessible to assess impact. Next year SENCOS will report</p>	
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			termly on impact to SLT	
Improved attainment scores of disadvantaged pupils in; EYFS – word reading, writing, number, numerical pattern	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. Targeted and well-trained teaching support for interventions. Establish an intervention programme. Curriculum workshops for parents	In both Nursery and the Reception, the statutory curriculum is organised to address the specific needs of the cohorts as identified on entry. Poor communication and language skills are addressed through the prioritisation of language development objectives and activities such as adults promoting layered vocabulary and orally rehearsing stories. Likewise, writing has been identified as a weakness so the curriculum develops gross and fine motor skills activities across all areas of the curriculum and during play activities, writing tables are changed regularly to motivate children and create writing spaces outside. The curriculum design is intended to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life. For example, using the challenge-based curriculum in year one and the pupil's ideas we are able to tailor the curriculum to their needs within their chosen topic. We ensure all areas of the EYFS curriculum are covered through the topic and we look at where the pupils are and what their next steps are, we then provide opportunities to develop these skills and knowledge through the environment, outdoor space, continuous provision, modelling and teaching strategies. The staff are well equipped with the knowledge of the EYFS and the pupils to support them to become independent, self-confident learners who are not afraid to ask questions. The curriculum is coherently planned and sequenced. It builds on what children know	Interventions across the EYFS include fine motor skills, gross motor skills, shape, numbers, phonics, writing, social skills and as written above speech. FSM pupils baseline was significantly below expected with only 13% of pupils at expected baseline in Listening and attention, speaking, understanding and only 25% of FSM pupils at expected baseline in reading, writing, maths and moving and Handling. Although these pupils were significantly below expected at baseline, due to interventions, 91% of FSM pupils made accelerated progress from baseline to end of year.	<b>Early talk, Talk Boost interventions</b> <b>£10,344</b>

		<p>and can do, towards cumulatively sufficient knowledge and skills for their future learning. Teachers' daily observations inform daily and weekly planning which is designed to ensure progression through the EYFS ranges by meeting ongoing identified needs and gaps in learning. We now have a topic-based learning approach to teaching and learning, with some opportunities to respond to the interests of pupils within topics and incidental learning and through the prioritised language and communication activities are actively involved in their learning as part of the school's focus on ensuring an appropriate balance between adult led and child-initiated learning. Systematic teaching approaches in phonics ensure children make good progress throughout the provision and staff are knowledgeable in the teaching of early reading. Nursery ensure pupils are secure in phase 1 of letters and sounds to ensure phonological awareness are embedded so children start Reception with a good basis to build on. In Reception, children are receiving high quality instruction. Groups are streamed from October half term. From Sept – Oct half term children are taught in class groups, following the RWI strong start guide for Reception.</p> <p>Communication and language and literacy are promoted throughout the environment and staff have high expectations of what pupils can achieve. Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop</p>		
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		<p>physically. An example of this is through wake up shake up session, weekly mindfulness yoga sessions, the use of the outdoor provision, and weekly PE sessions such as gymnastics, through our PHSE curriculum, mindfulness minute after each playtime- this is seen as a time to reflect and take time for a drink. We encourage pupils to ask questions and we use a range of questions to encourage pupils to explain their understanding.</p> <p>Staff are knowledgeable about the teaching of early mathematics. They ensure that children have sufficient practice to be confident in using and understanding number. Over the EYFS curriculum teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. EXAMPLE of this is putting this knowledge into real life contexts and through continuous provision. In order to make the curriculum accessible for LPS pupils, teachers employ delivery strategies that are experiential. For example, pictorial representations and concrete materials are strongly promoted and modelled in lessons, ensuring children become more confident and develop as independent learners, and real-life contexts are used to develop reasoning children's mathematical reasoning skills.</p> <p>Tracking processes and interventions contribute to raising the attainment of PP, FSM and SEND pupils. For example, in Nursery, Early Talk intervention is proving to be successful and so is Talk Boost in Reception and there has been significant</p>		
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		measurable impact for many children taking part in the intervention. Likewise, to continue closing the gap for vulnerable groups in writing, there were interventions for letter formation and motor skills using techniques such as dough gym, write dance and funky fingers.		
Improved attainment scores of disadvantaged pupils in; Y1 phonics screening check KS1 reading and writing	Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. 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. 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	Phonics Screening Check scores have improved from 41% to 85% over 5 years. However, in 2022 it was 68% which was lower than national of 75%. Therefore, phonics is an area to monitor and close gaps due to the pandemic.  PP pupils in Year 1 identified as below age-related expectations received: <ul style="list-style-type: none"> <li>• twice weekly to daily reading with TA and teacher</li> <li>• twice weekly to daily reading intervention</li> <li>• twice weekly to daily phonics intervention</li> <li>• weekly reading comprehension sent home</li> </ul> The English Co-ordinator reviewed the curriculum, identified areas of weakness in the provision, researched different approaches, introduced new approaches (Accelerated Reader, Cracking Comprehension, Literacy Shed, The Write Stuff (trialled in one Year 2 class by Co-ordinator)) that addressed the identified weaknesses, resourced the new approaches, trained staff about the delivery of the new approaches and continues to monitor the effectiveness of the approaches.		£20,325  Interventions – reading and phonics  English coordinator - accelerated reader, cracking comprehension, literacy shed, write stuff
SEN provision meets the needs of PP pupils with SEN and that	Teaching and learning support from the school SENCOs.	Full-time and part time, trained Speech and Language TA delivering interventions (SL / SD), all children worked with made progress		<b>S and L interventions</b> <b>£5,490</b>

<p>accelerated progress for SEN pupils diminishes the difference between SEN PP pupils and non-SEN PP pupils</p>	<p>Teachers targeted by SENCOs for ongoing support. For PP pupils in particular, part funding of SENCOs and additional SEND TAs to target PP/SEND attainment through enhanced provision of interventions.</p> <p>PP Mentor system – 2 TAs to regularly meet with identified PP pupils across KS2.</p> <p>SENCOs working with class teachers to ensure provision is appropriate (Purple Mash / learning packs) when pupils have to do remote learning.</p> <p>Tool kit purchased to assess pupils with SEND/PP to support pupils needs.</p> <p>Call in outside agencies to support pupils (e.g. Educational Psychologist).</p>	<p>and all were reviewed by their individual Speech and Language Therapists. All the meetings were successful and the therapists were pleased with the children's progress and the support in place. Each child was reviewed either in clinic or in school with a 1:1 appointment with the therapist and SL and SD. The therapists reported back to the SENCO that the support in school was positively impacting on the child, helping them to make progress and achieve their individual targets.</p> <p>Each PP Mentor met regularly with 6 pupils from Years 3, 4, 5 and 6 (12 pupils in total). Sessions focused on social, emotional mental health (SEMH) and well-being, alongside identified reading, writing or maths targets. All pupils made progress, both in terms of SEMH and well-being and academic targets (9 out of 12 pupils made accelerated progress in at least two areas of reading, writing and maths.)</p> <p>GL assessment was purchased and used to diagnose pupils (5 pupils received an EHCP)</p> <p>The school has accessed support and advice from multiple agencies including Educational Psychology Service.</p>		<p><b>PP mentors, £4,265</b></p> <p><b>£9,320</b></p>
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iii. Wider strategies (related to attendance, behaviour, wellbeing)				
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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. Individualised behaviour support programmes / interventions (Martial Arts). Introduction of Emotion Coaching and Zones of Regulations Use outside agencies to support (Behaviour Support Team)	PSHE Co-ordinator provided training to all teaching staff on 'Zones of Regulation' (a programme that develops awareness of feelings, energy and alertness levels and explores tools and strategies for regulation, prosocial skills, self-care, and overall wellness.) Emotion Coaching was delivered by outside agency in Autumn Term. Discontinued due to dissolution of training company. 5 pupils (4 were SEN and PP) were offered martial arts sessions. 5 sessions in total.		PSHE coordinator £500  Well being – mental health ambassador – £1,000  Martial arts – £125
To ensure all pupils, particularly disadvantaged pupils receive an enriched curriculum with plenty of opportunities	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 Introduction of Write stuff and embed the learning challenge curriculum which both improve enrichment opportunities Subsidies for enrichment activities; (musical, sporting cultural, social) within school and for trips. Provision of free or subsidised access to extra-curricular clubs Forest schools lead	At LPS we aim to construct a curriculum that is purposeful, ambitious and designed to give children the knowledge, self-belief and cultural capital, (life skills) they need to succeed in life to become independent learners and educated citizens. This will enable children to develop their resilience, ability to take risks and take pride in their own achievements for example careers evening for years 5 and 6, visits in the local area to learn about their environment, visitors offering careers advice and discussing their jobs, Chinese New Year, African drumming, storytelling workshops, cooking. Foundation leaders ensure more		£20,263

	<p><b>Raise opportunities by inviting different people in the community to talk about their jobs.</b></p> <p><b>Annual careers evening to raise aspirations for years 5 and 6.</b></p>	<p>opportunities are given to enrich the curriculum. Assemblies focus on important figures to reflect a diverse society and through our displays. Links with the local church, themed experience days to enable pupils to experience real life events for example, Farm day, Victorian day, World War Two-day, Stone age day, Egyptian day, are some of the examples of an enriched curriculum provided.</p> <p>Horses riding sessions were offered throughout the year – 13 of 18 pupils were PP / SEND.</p> <p>All pupils had 6 sessions of forest school across the year.</p> <p><b>Points in red didn't happen due to staff member responsible being on maternity.</b></p> <p>Pupil voice – (Parliament and PE coordinator) was used to offer pupils a range of school clubs based on their preferences.</p> <p>Sports coach – a variety of sports offered during school and after school – specifically to target PP pupils. Pupils have also taken part in competitive matches and tournaments both in school and off site.</p>	<p>Staff members to have responsibility of this who are UPR</p> <p>We plan to offer more clubs through outside agencies. Staff will monitor who are UPR,</p>	
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Appropriate support for PP pupils with social, emotional and mental health needs so that those pupils can accelerate progress without impediments.</p> <p>Trained SEN TAs provide programmes that support the emotional and social development of some PP pupils (ELSA) and PP Mentor system</p>	<p>2 Emotional Learning Support Assistants (ELSAs), in dedicated ELSA rooms, worked with identified pupils. 62% of pupils who accessed the intervention were PP. Out of the 62%, 25% were PP <b>and</b> SEN. 100% achieved and completed intervention with 96% impact shown.</p>		<p>Safeguarding Manager (1 term), Student &amp; Family Support Worker and Early Help Worker. (£38,750)</p> <p>ELSA resources and training, 2 staff</p>

	<p>Mental Health ambassador introduces whole school approaches to support mental health and well-being, trains staff and monitors approaches and interventions used.</p> <p>Advisers to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing,</p> <p>Support those pupils who have been identified to need additional support for their mental health and wellbeing with outside agencies – (counselling – 'Butterflies.)</p> <p>Embed the PSHE curriculum to support pupils mental and physical wellbeing, which sits with our values-based curriculum to support the well-being of the children at LPS.</p>	<p>The school has been focused on improving the mental health and well-being of pupils and are using Emotion Coaching strategies and 'Zones of Regulation' since training in the Autumn Term 2021. The school has also appointed a Mental Health and Well-being Champion and continued to improve provision in interventions through the ELSA programme where 2 TAs have received training and every afternoon have identified pupils to work through the programme on the needs of each particular child in designated rooms.</p> <p>The Family Support Team have supported families in difficult situations and families with attendance concerns; for example, Triple P parenting classes were offered, drop in events at the school with outside agencies such as Woman's Aid or DSWP were offered and other agencies' support were signposted through two safeguarding notice boards outside school to promote these services to parents. Parents are also informed via Parent Mail. Counselling was offered to various pupils.</p>		<p>appointed to carry out interventions. (£12,640)</p> <p>Mental health ambassador</p> <p>Butterfly counsellor – Play therapy - £200</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Safeguarding manager and newly appointed HSLO to target all attendance concerns and PP attendance concerns in particular through monthly data analysis and implementation of an attendance tracker, early intervention and a structured approach, parent phone class, letters, meetings, home visits, truancy sweeps and parenting contracts. Monitoring</p>	<p>Attendance was monitored on a daily basis by the Safeguarding Manager and attendance officer for any children who were absent, 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>Target – need to improved whole school approach to attendance.</p> <p>Attendance continues to be a concern for us. We are seeking to employ a HSLO who will work with the safeguarding team to monitor attendance</p>	<p>Breakfast club - £834</p> <p>My concern £1,000</p>

	<p>reviews, action plans, family and pupil interventions, reward systems and use of external agencies</p> <p>Subsidise places at the Breakfast club for targeted disadvantaged pupils</p> <p>PP Mentor system</p>	<p>The school fully deployed My Concern on-line safeguarding programme making safeguarding around the school more accessible. Staff were able to create concerns at any time, including those concerns around poor attendance.</p> <p>Meetings 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>Vulnerable children, including PP pupils, have accessed breakfast club without cost, due to low attendance and attainment, we have taken this decision to make sure that certain children have the best possible start to their day.</p> <p>IDSR – overall attendance 85% was in the highest 20% of all schools (2021 / 2022.)</p> <p>Also, in the highest 20% of schools with similar deprivation. Persistent absence (31.3%) was in highest 20% of all schools.</p> <p>Also, highest 20% of schools' similar deprivation.</p>	<p>and work with families to improve attendance.</p> <p>Questions to be answered:</p> <p>How effective is our system to ensure students are routinely helped to catch up work following an absence from school?</p> <p>Is there an opportunity to work smarter (automate) the attendance reporting and monitoring system?</p> <p>To employ our own HSLO next year</p>	<p>Safe guarding manager</p> <p>Attendance monitoring through external agency £6,000</p>
<b>Total Spend:</b>		<b>£197,937</b>		