

Leominster Primary School



Pupil premium strategy statement

Written by Helen Rees

Date: October 24

Next Review: March 25

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy and how we intend to spend the funding in this academic year

For the review of the previous pupil Premium strategy (2023 – 2024) please see the separate document.

School overview

Detail	Data
School name	Leominster Primary School
Number of pupils in school	588 (incl 26 in nursery)
Proportion (%) of pupil premium eligible pupils	172 (29%) SEN and PP 36% (62/172) (From Oct 23 Census)
Academic year/years that our current pupil premium strategy plan covers (3-year plan)	2024/2025 to 2026/2027
Date this statement was published	October 2024
Date on which it will be reviewed	annually
Statement authorised by	Helen Rees and Helen Lynch, Headteachers
Pupil premium lead	Gemma Eckley Gardner
Governor / lead	Mike Hawthorne

Funding overview

Detail	Amount 24-25
Pupil premium funding allocation this academic year	£245,118.00 Based on Oct 23 Census of 152 pupils
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£245,118.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, have the opportunity to learn and succeed. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. Pupil Premium funding is allocated to ensure that social or financial disadvantage will never be a barrier to accessing high-quality education.

We recognise that not all pupils enjoy the same advantages in life, and some will have barriers to their learning which come with living in poverty and/or experiencing levels of disadvantage. We will consider further challenges faced by some vulnerable pupils, such as those who have a social worker and young carers. As a school community we are focused on removing as many barriers as possible and giving pupils every opportunity we can to thrive emotionally and academically regardless of whether they are disadvantaged or not.

We know our families well and have devised a plan to use our Pupil Premium monies to support them in the most effective way possible. Our statement is responsive to common challenges and individual needs and is rooted in robust assessment and evidence impact.

Funds are used to support families as well as pupils to enable our disadvantaged community to develop resilience to the challenges they face and develop skills, such as improved parenting; improved academic skills and improved life skills which in turn lead to the improved mental health and well-being of the whole family and in turn lead to improved outcomes in school.

High-quality teaching and sustainable pastoral support is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. The expectation is that disadvantaged children are supported through various initiatives to keep up not catch up.

We are aware for this plan to have the greatest impact it needs to be an integral part of our wider plans for education recovery. There is no "one size fits all" plan and we are committed to ensuring our provision is fluid and reflective at all times so we can respond effectively to pupils' needs promptly.

To ensure our plan works well:

- Regular monitor and mentor staff to ensure they are providing support and challenge in lessons and that staff have high expectations for disadvantaged pupils.
- Continue our school ethos of early intervention that is bespoke if necessary.
- Adopt a whole school approach which makes all staff responsible for the outcomes of disadvantaged pupils.
- Robustly monitor impact of our catch-up intervention programs and adapt them quickly if they lack impact using the cycle recommended in the EEF Pupil Premium guide – Developing an Effective Pupil Premium Strategy.

1. Challenges

External Barriers
<p>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). Leominster – Ridgemoor remains among the most deprived in the country with almost 31% of people 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.</p>
<p>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</p>
<p>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.</p>

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>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. On entry to Reception class in the last 4 years pupils are below age expected for all areas on baseline entry. When compared with non-PP there is an average difference of 10% with non-PP pupils performing better.</p>
2	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
3	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
4	<p>Our internal assessments and observations indicate that the progress and attainment data for many of our PP pupils (particularly pupils with an additional barrier of SEND) show they are working below NE in certain areas especially in reading, writing and maths. These findings are supported by national studies.</p>
5	<p>A significant number of the school's PP families live in areas where deprivation is high which limits the cultural and life experiences on offer to some families. This impacts on pupils' ability to engage with the broader curriculum Pre -topic assessments show their prior knowledge of geography, history and science is lower than non-disadvantaged pupils who may have been exposed to more learning experiences at home and in the wider world. It also impacts on their ability in English as they have limited experiences to draw from and therefore write about.</p>

6	<p>Emotional and mental health issues are prevalent among our PP pupils and their families. The numbers of disadvantaged pupils being referred to our counselling/play therapy services have increased as has the need for intervention from our Student and Family Support team. 80% of the team's current caseload are disadvantaged pupils or pupils with a social worker. Referrals for anxiety have increased.</p>
7	<p>A high proportion of under-attaining PP pupils are on the school's SEN Register which is another barrier to learning. Our assessments and observations show these pupils make less academic progress than PP pupils with no additional barriers to learning. 23% (133 pupils) are on the SEN register, of these; 30 have an EHCP and 47% (62 pupils) are PP with SEN.</p>
8	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2% – 3% lower than for non-disadvantaged pupils. November 2024 data shows that PP attendance is 92%, compared to 94% for non-PP pupils.</p> <p>Our assessments and observations indicate that absenteeism and punctuality is negatively impacting disadvantaged pupils' progress.</p>
9	<p>Inconsistent support from home, among some families, across all key stages, with reading/homework/self-regulation/organizational skills. This impacts on all areas of school life, including progress and attainment and behaviour. Some families would benefit greatly from additional support and nurture as a whole unit as opposed to school working in isolation with pupils. Literacy and numeracy levels among a significant minority of parents present a barrier to pupil engagement and progress.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>1.Improved attainment scores of disadvantaged pupils in; Nursery and EYFS – word reading, writing, number, numerical pattern</p>	<p>Increase the number of disadvantaged pupils achieving a good level of development by the end of reception year and will be in line with National average of 74% (2024 we achieved 64%)</p>
<p>2.Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. The % making GLD in the areas of language and communication and making relationships will be at or above nationally expected levels. This will be achieved by 2026/2027.</p>
<p>3.Improved attainment scores of disadvantaged pupils in; EYFS – word reading, writing, number, numerical pattern The year 1 phonics check KS1 pupils reading and writing</p>	<p>Year 1 PSC outcomes show that of 75% of disadvantaged pupils meet the expected standard (63% (17/27) 2024) and the difference between PP and all pupils is diminished.</p> <p>KS1 reading and writing outcomes in 2026/27 show that more than 75 % - 80% of disadvantaged pupils achieve ARE in terms of book bands and comprehension. This will be in line with targets set for non-disadvantaged pupils. Evidence from assessment data can be triangulated with lesson observations and reading scores / records.</p> <p>This improvement will be achieved and show evidence of being sustained by 2026 / 27</p>
<p>4.Improved attainment for disadvantaged pupils at the end of KS2 in; maths, reading, writing and combined measure Multiplication times table check</p>	<p>Increase the average scaled score in reading by 3 points and maths by 1 point.</p> <p>Increase the average percentage meeting the expected standard in writing by 5%</p> <p>Improve the percentage of pupils achieving expected standard in all core subjects to above 60%</p> <p>Increase the in the MTC by 5 points (raw score) to be in line with the national average</p> <p>This improvement will be achieved and show evidence of being sustained by 2026 / 27</p>
<p>5.To ensure all pupils, particularly disadvantaged pupils receive an enriched curriculum with plenty of opportunities</p>	<p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils from 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • data from registers on update of extra - curricular clubs <p>music tuition, residential trips</p> <p>100% of PP pupils will have been given the opportunity of at least 3 trips and been part of experience days in school this academic year.</p>

<p>6.To support disadvantaged families as well as pupils with social, emotional and mental health needs so that they can enjoy fuller access to all aspects of the curriculum achieve and sustain improved</p>	<p>Sustained high levels of wellbeing from 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teachers feedback from observations • 80% of PP children identified as having social, emotional and/ or mental health issues will achieve NE progress and attainment targets.
<p>7. 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>	<ul style="list-style-type: none"> • Data shows the gap between PP with SEND and PP pupils is narrowed by 2026/27 • 100% of our PP children with SEN will make at least expected progress in R/W/M by 2026/ 2027 • Evidence of progress can also be gathered from formative assessments; lesson observations, books and pupil interviews.
<p>8. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • the overall % of attendance rate for all disadvantaged pupils will be in line with non-disadvantaged pupils and be at least 96% • the percentage of all pupils who are persistently absent will reduce to less than 15%– there will be no gap in the levels of disadvantaged pupils persistently absent when compared to non-disadvantaged pupils.
<p>9. The families of our PP children develop confidence in their own literacy and numeracy skills. This will then give them skills to support pupil learning at home.</p>	<ul style="list-style-type: none"> • Family literacy and numeracy sessions will be targeted at PP families – there will be evidence of their attendance at sessions as well as at teachers' parental engagement sessions and parents' evenings. • Increased parental engagement in pupil learning; evidence of children being read with at home

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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> <p>Review of Pupil Premium strategy</p> <p>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 disadvantaged pupils</p> <p>Identified target teachers, support programme put in place and progress is monitored every 4 weeks.</p> <p>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. Pupil progress meetings to plan provision and strategies to address pupils identified as under achieving.</p> <p>Monitoring demonstrates teachers use effective strategies within lessons to target PP pupils. The school curriculum meets the needs of PP pupils. Regular work scrutiny for PP pupils takes place between progress meetings. Coordinator work scrutiny includes PP pupils. SLT meetings evaluate the effectiveness of provision for PP pupils and agree actions.</p> <p>To continue to develop teachers understanding of scaffolding learning to meet challenge, include deepening and modelling and scaffolding strategies.</p>	<p>'Evidence-based education' states that a 'focus on great teaching in every lesson, from every teacher is our most powerful key for driving improvement.'</p> <p>Evidence of the impact of QF teaching</p> <p>EEF/Sutton Trust 'New Primary School Guide to the Pupil Premium, Effective Strategies'</p> <p>Evidence of impact of interventions</p> <p>Evidence of impact of English and mathematics co-ordinators on teaching and learning</p> <p>Evidence of impact of use of tracking system for targeting</p>	<p>1,2,3,4,7,8</p>

<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>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> <p>Continue to Employ Speech and language external therapist. Currently 3 speech therapists and 1 TA from the LA. They carry out assessment and then produce a programme for our internal staff to deliver. Continue to train and employ speech and language support staff (Equivalent to one 1 full time) to deliver speech and language interventions across the school.</p> <p>Provide 1:1 support, targeted interventions and CPD from in house speech and language specialists and bought-in services</p>	<p>The report by Snowling et al. (2011) demonstrates the link between language and communication and later attainment, indicating that language skills are among the best predictors of educational success.</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF</p>	1, 2, 3
<p>Continuation of RWI approach to secure stronger phonics teaching for all pupils. RWI training for new staff. Employ and train 1 support staff to deliver talk boost interventions for reception and continue to employ one staff member already trained in Early talk for nursery. Nursery staff to continue with letters and sounds. SENCO to monitor delivery and effectiveness of approach.</p> <p>Talk Boost to continue to be incorporated into the Nursery and Reception curriculum to combat language development</p> <p>Essential phonics training and resources provided from Nursery, reception, Year 1 and 2 for teachers and support staff. Phonics training for all staff to understand how to teach phonics. Regular monitoring of all staff who deliver phonics.</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. All staff receive training. New staff and ECTs receive additional training and support which includes observing other staff. They are closely monitored and appropriate support is put in place if needed.</p>	<p>There is strong evidence that targeted phonics interventions benefit disadvantaged pupils. Regular, systematic intervention groups can accelerate progress by 6+ months over a year – especially when targeted in Early years/ Yr1</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,2, 3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>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).</p> <p>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.</p>	<p>Observations and pupil feedback have shown that same day interventions have the biggest impact on disadvantaged pupils.</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	1, 4

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuation of talk boost and early talk boost interventions to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2
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	EEF research of teaching assistants on small groups, interventions We have used interventions / approaches in reception and nursery over the last 4 year successfully to improve low baselines. End of year data shows a steady increase in GLD and the gap between disadvantaged and non-disadvantaged closing	1
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.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF Previous data has demonstrated the effectiveness of settings and interventions	3, 4
Targeted teaching of non-disadvantaged and non-disadvantaged pupils who need additional support for additional phonics sessions in year 1 as well as for those pupils who need to revisit prior phonics learning (year 2 and above) Two Lead Phonics / reading TAs assigned to year groups to deliver interventions in small groups X5 weekly (year 1) x 3 weekly in year 2 for reading. Our LEAD phonics Assistant Head also monitors all teaching of phonics across the school including interventions. She additionally runs 2 phonics sessions weekly. phonics and To introduce a more effective programme for KS2 to continue to develop pupils reading and spelling strategies. (Literacy Gold) Train support staff in the intervention and regular monitor impact.	Teaching assistant intervention – high average impact +4 months additional progress – EEF Toolkit	1,2,3

<p>Targeted support for reading for disadvantaged pupils that require further reading support. Pupils identified through reading data, and PP pupils are specifically targeted. Reading interventions to be carried out and monitored half termly for impact. Resources to be purchased to improve pupils' love of reading (Accelerated Reader) and to link with Read, Write, Inc. to support their phonics learning, and to support their comprehension (Literacy Shed).</p>	<p>Evidence from the use of this strategy demonstrates effectiveness of this approach on accelerating progress.</p> <p>EEF states that research focuses on teaching assistants who provide one-to-one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver</p>	<p>2, 3</p>
<p>Targeted group support sessions with Tas for non-disadvantaged and disadvantaged pupils who need additional support in maths. This will include all pupils, including those with SEN and disadvantaged. These sessions will serve as a catch-up programme to support those most vulnerable pupils to catch up.</p> <p>Staff will operate 'same day' catch up sessions alongside SEN groups to address gaps and misconceptions quickly.</p> <p>Specific targeted maths interventions (Dynamo maths) in years 5 and 6</p> <p>Introduce a multiplication catch up intervention for year 4 pupils to be monitored by Assistant Heads.</p>	<p>Teaching assistant intervention – high average impact +4 months additional progress – EEF Toolkit</p> <p>The research suggests TA interventions are only effective if carefully targeted and planned. Within school staff are highly skilled at deploying their TA teams to maximise their benefit.</p>	<p>5,6,8</p>
<p>To release Yr. 6 class teachers to provide bespoke English and mathematics interventions, addressing misconceptions from the morning lessons or pre-teaching. Staff will operate same day' catch up sessions to address misconceptions quickly.</p> <p>Redistributed HLTA into year 6 to target SEND / PP and have an additional morning class for pupils in English and maths.</p> <p>Additional booster groups for reading and GPS – Heads to target PP pupils potential for GD and also focus on PP not on target.</p> <p>1:1 reading support by two governors to support pupils in year 6</p> <p>Booster groups – after school / lunchtime intervention in maths for pupils who are not on track to get expected based on data.</p> <p>Employ an additional teacher to take small group of pupils for additional maths tuition two afternoons a week</p>	<p>Evidence from the use of this strategy demonstrates effectiveness of this approach on accelerating progress.</p> <p>Observations and pupil feedback have shown that same day interventions have the biggest impact on disadvantaged pupils.</p> <p>EEF states that research focuses on teaching assistants who provide one-to-one, or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>EEF research on small group tuition As stated by the EEF, reducing class sizes through targeted mixed ability interventions will enable the class teachers to have increased flexibility for organising learners and improve the quality and quantity of feedback each pupil receives.</p>	<p>3,4</p>

<p>Teaching and learning support from the school SENCO- working with class teachers to ensure provision is appropriate</p> <p>Teachers identified underperforming from data, lesson observations and book scrutinise will have targeted support by SENCOs and assistant Heads</p> <p>For PP pupils in particular, part funding of SENCOs and additional SEN TAs to target PP/SEN attainment through enhanced provision of interventions. SEN pupils have access to online programmes such as Engaging Eyes – to screen for dyslexia and provide a suitable intervention programme, Clicker software – to support pupils with their writing, Literacy Gold– to support pupils’ spelling strategies, Dynamo Maths – to support pupils with Maths interventions. AQA unit awards has also been purchased to enable an individualised curriculum to be produced for SEND children. As well as precision teaching to accelerate progress in reading and ‘same day’ catch up sessions to address gaps and misconceptions quickly.</p> <p>SENCOs to research support programmes/ interventions to help PP/SEN children in Maths and English.</p> <p>Disadvantaged pupils with significant SEN will be seen by outside agencies to ensure their programmes of support are targeted and have impact. Tool kit purchased to assess pupils with SEND/PP to support pupils needs</p> <p>Call in outside agencies to support pupils (eg Educational psychologist).</p> <p>.</p>	<p>Recommendations that reflect the impact of good practice in a high achieving school.</p> <p>J. Hattie’s research evaluation re. not labelling pupils</p> <p>Teaching assistant intervention – high average impact +4 months additional progress – EEF Toolkit.</p> <p>Ta led interventions in small group work best for our SEN pupils, especially when the activities have been planned / differentiated by the class teacher.</p> <p>The research suggests TA interventions are only effective if carefully targeted and planned. Within school staff are highly skilled at deploying their TA teams to maximise their benefit.</p> <p>Interventions targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>7</p>
--	--	----------

Wider strategies (related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p> <p>Whole school training on behaviour management and restorative practice approaches with the aim of developing our school ethos, improving behaviour across the school and improving staffs understanding of the behaviour and trauma.</p> <p>Train ALL staff to become a trauma informed school with Arc accreditation. Resources to be purchase to support our whole school approach (sensory toys) including developing a calm room..</p> <p>Use outside agencies to support (behaviour support team)</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF research on behaviour interventions</p> <p>External advice from accredited external advisers</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>5, 6, 8, 9</p>
<p>Appropriate support for PP pupils with social, emotional and mental health needs so that those pupils can accelerate progress without impediments</p> <p>Two trained SEN TAs provide programmes that support the emotional and social development of some PP pupils (ELSA)</p> <p>PP Mentor system</p> <p>Mental Health ambassador introduces whole school approaches to support mental health and well-being, trains staff and monitors approaches and interventions used. advisers to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing,</p> <p>Continued training for 'emotion coaching' and becoming a trauma informed school</p> <p>PP Mentor system – 2 TAs to regularly meet with identified PP pupils across KS2.</p> <p>Two therapy dogs trained to support pupils in school twice a week. They work with a range of pupils across the school and support with pupils' mental health wellbeing, reading, self-esteem)</p>	<p>Evidence of previous year's individualised behaviour programmes</p> <p>External advice from accredited external</p> <p>School curriculum based on good practice of national PHSE Association curriculum</p>	<p>5, 6, 8, 9</p>

<p>Support those pupils who have been identified to need additional support for their mental health and wellbeing with outside agencies – (counselling –‘Butterflies.) This also includes WEST who work with the school to support pupils and their families with identified pupils’ health and well-being.</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 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</p> <p>Continuation of the Write stuff and introduction of Grammar-sarus and embed the learning challenge curriculum which all improve enrichment opportunities</p> <p>Subsidies for enrichment activities; (musical, sporting cultural, social) within school and for trips. 100% PP pupils take part in school trips due to subsidising those who need financial support. Provision of free or subsidised access to extra-curricular clubs</p> <p>Forest schools lead and the training of a further teacher and HLTA to offer more Forest school sessions both in and after school.</p> <p>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.</p>	<p>Pupil and parent feedback on enrichment activities</p> <p>Impact on quality of writing</p> <p>Higher attendance take up by PP families in clubs</p> <p>The Forest Research association conducted research answering the question ‘Do Forest Schools increase young people’s self-confidence and self-esteem?’ The evaluation suggests Forest Schools make a difference in the following ways: confidence, Social Skills, communication, motivation, physical skills and knowledge and understanding.</p> <p>Disadvantaged pupils have less opportunities to enjoy a broad range of experiences outside the home. Of tern due to economic restrictions. In our experiences and observations of pupil interaction in and out of class pupils with a narrower range of life experiences have fewer terms of reference and less vocabulary to hand. They find it more difficult to make connections with their learning or grasp new concepts beyond the concrete.</p> <p>A family’s economic disadvantage should not be a barrier to pupil understanding therefore PP monies is used to plug this gap for all pupils to ensure some equity of opportunity.</p>	5
<p>Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.</p> <p>Safeguarding manager and newly appointed HSLO to target all attendance concerns and PP attendance concerns in particular through monthly data analysis (high lighting pupils under 96% and colour coding pupils orange / red) implementation of an attendance tracker, early intervention and a structured approach, monthly newsletters outlining classes with % of attendance on, parent calls, letters, meetings, home visits, truancy sweeps and parenting contracts. Monitoring</p>	<p>The DfE guidance ‘Improving schools’ attendance’ encourages schools to develop school’s role dedicated to focusing on attendance and the drawing of individual support plans to get pupils into schools.</p>	8

<p>reviews, action plans, family and pupil interventions, reward systems and use of external agencies. Regular meetings with members of SLT to discuss pupils causing concern and raising actions and support plans. Use termly data to identify pupils with low progress, attainment and poor attendance and discuss with parents the impact it is having on their child.</p> <p>Subsidise places at the breakfast club for targeted disadvantaged pupils</p> <p>The data will be used to support the school's pastoral team target pupils and families unpick barriers to attendance and if necessary, offer support</p>	<p>This has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>The Student and Family support team will work to develop strong parental engagement with all families which is evidenced in the document as a key driver to improving attendance.</p> <p>Impact evidence from previous attendance actions and disadvantaged pupils' attendance in particular.</p> <p>Research on the link between attendance rates and attainment outcomes.</p> <p>Evidence from monitoring of HSLO attendance caseloads and attendance data in previous year</p>	
<p>The school's parental partnership with parents/ carers of PP pupils supports the school's strategies to raise the attainment of PP pupils. Supporting parents to overcome their challenges (socially isolated, limited qualifications, emotional and mental health needs) has a direct, positive impact on pupils</p> <p>Family support team and Early help worker to work with identified PP families to support family strategies to address barriers.</p> <p>Part funding of termly parent curriculum workshops in reading, phonics, writing, mathematics and SEN</p> <p>More effective collaboration with parents – Assistant Heads to organise effective parental engagements and workshops across the school</p> <p>Development of literacy and numeracy skills of parents by offering programmes</p> <p>1:1 meetings with parents of PP pupils whose barriers to learning are not being eroded</p> <p>Offer Parenting courses - Triple P parenting EYFS skills workshops</p>	<p>Evidence from monitoring of FST caseloads in previous years</p> <p>EEF states that parental engagement positively impacts on average of 4 months' additional progress. Our extensive pastoral support team supports a wide variety of families and children.</p> <p>Parental feedback re. curriculum workshop impact on parent understanding of how to support their child's learning from previous year</p> <p>Low level of skills identified by deprivation indices amongst some of the parent body</p> <p>Improving parental engagement with schools has a positive impact on pupil progress</p> <p>Developing parents' own skills makes them more able to support their children but also improves the family's economic chances. This too has a positive impact on pupil progress as does living at home where parents have confidence and improved self-esteem and parenting skills.</p>	<p>1, 3, 4, 5, 7, 8, 9</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount</p>	<p>ALL</p>

	of funding aside to respond quickly to needs that have not yet been identified	
--	--	--

Budgeted cost:

Total cost: