

# Leominster Primary School



Pupil Premium Strategy 2022-2023 - Review  
Reviewed by Helen Rees  
Date: September 2023

## 2022-2023 Leominster Primary School Premium Strategy Statement - End of year review

### PP KS2 SATS 2023

Cohort 2022-2023: 75 pupils. 28 pupils 37% PP.

GLD: 80%

**Maths**            **KS1: 75% EXS, 19% GD**

Grade	2023	2022	2019	2018	2017	2016	National 2023
EXS	73%	70%	81%	69%	73%	49%	73%
GD	17%	13%	15%	23%	14%	5%	
APS	102	104	104	103	103	99	
Progress	-1.1	-1.1	+0.7	+0.3	-0.5	-3.5	N/A

**Reading**            **Y1 phonics score – 70% KS1: 71% EXS, 24% GD**

Grade	2023	2022	2019	2018	2017	2016	National 2023
EXS	72%	67%	73%	66%	68%	59%	73%
GD	25%	13%	19%	30%	22%	10%	
APS	103	103	102	103	102	100	105
Progress	-1.5	-2.09	-0.4	-0.7	-0.7	-1.0	N/A

**Writing**            **KS1 – 71%EXS, 17% GD,**

Grade	2023	2022	2019	2018	2017	2016	National 2023
EXS	75%	68%	78%	74%	71%	67%	71%

<b>GD</b>	<b>22%</b>	7%	23%	26%	14%	12%	
<b>Progress</b>	<b>+1.6</b>	-1.5	+1.02	+0.9	-0.12	-1.9	N/A

**GPS**

<b>Grade</b>	<b>2023</b>	<b>2022</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>National 2023</b>
<b>EXS</b>	<b>65%</b>	61%	74%	72%	68%	60%	72%
<b>GD</b>	<b>20%</b>	17%	28%	34%	27%	14%	
<b>APS</b>	<b>103</b>	103	104	105	104	101	

**RWM                   KS1 – 69% EXS, 16% GD**

<b>Grade</b>	<b>2023</b>	<b>2022</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>National 2023</b>
<b>EXS</b>	<b>63%</b>	52%	65%	55%	60%	38%	59%
<b>GD</b>	<b>5%</b>	5%	5%	16%	4%	3%	

**Science KS1: 73%**

<b>Grade</b>	<b>2023</b>	<b>2022</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>National 2023</b>
<b>EXS</b>	<b>75%</b>	<b>77%</b>	<b>85%</b>	88%	78%	82%	80%

Review of expenditure				
Previous Academic Year 2022-2023			PP 2022-2023 (Financial year)	
			£172,033.50	
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.</p> <p>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 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</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> <p>How can we improve the attainment of our PP who have</p>	Overall £27,990

	<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</p>	<p>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 Targetted academic support).</p> <p>Lowest 20% readers were identified and interventions were put in place. These pupils were tracked termly by AH and HT.</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 expectations from teaching staff of PP pupils and not conflating low prior attainment of PP pupils with limited potential.</p>	<p>additional barriers to learning (SEND)?</p>	
--	---	--	--	--

	<p>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. The school curriculum meets the needs of PP pupils.</p>			
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>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>	<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: Collective - where students come together in joint learning and inquiry Reciprocal - where students listen, share and consider the view of others Supportive - students are able to express themselves safely (and are encourage to 'take a chance' or 'have a go') Cumulative - build on their own and others' contributions, and prior learning, and chain them into a coherent line of thinking Purposeful – discussion is structured with specific learning outcomes.</p> <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><u>Next steps</u></p> <p>To ensure that Talk Boost and Early Talk data is collected and monitored.</p> <p>Approaches to be continued</p>	Overall £24,786

	<p>Employ external Speech and Language external Therapist. Employ speech and language support staff (1 full 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>SPEECH AND LANGUAGE IMPACT</p> <p>18 children across the school were identified and given an intensive support programme, supporting speech programme targets.5 of these were PP. 78% achieved all their targets.100% of the pupils who were pupil premium achieved.</p>	<p><u>Next year – SENCOS</u> 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; EYFS – word reading, writing, number, numerical pattern Y1 phonics screening check Y2 phonics retest KS2 pupils who have not passed</p>	<p>Continuation of RWI approach to secure stronger phonics teaching for all pupils. RWI training for staff. 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 Further RWI resources purchased</p> <p>Phonics interventions were improved further by ensuring all pupils in KS2 who have not passed continue to had specific phonics interventions. Staff were trained by English lead and regularly monitored and reviewed.</p>	<p>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: 68% ( in line with national figures)</p> <p>47% of PP pupils passed Y1 Phonics Screening Check. Difference between PP and all pupils was wider than previous year (47% PP:67% ( ALL). 54% PP without SEN which makes a difference of 13%)</p> <p>Year 1 – all PP who received interventions due to being ‘off track’ in reading achieved expected or better than expected progress in reading. However out of the 57 pupils who received phonics interventions of which 14 were PP only 56% passed. Only 2 of the 14 PP passed.</p> <p>Year 2 phonics retest – 76% with 100% of PP pupils who passed compared to 83% in 2019. GEG delivered intervention to these pupils twice a week.</p> <p>Phonics interventions in year 3 – year 6. 81% passed. All pupils who didn’t were either new to the school with EAL or had an EHCP. 88% of PP passed.</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><u>Next year –</u> to improve phonics interventions further by ensuring interventions are effective – SR</p>	<p>Overall £20,802</p>

<p>Improved attainment scores in reading across the school. Particular focus on lowest 20% of readers</p>	<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 carried out. Focus given to ensure lowest 20% of all pupils in reading receive additional interventions which was tracked termly</p> <p>Resources 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>READING DATA – lowest 20% and other interventions</p> <p>Year 1 - 18 pupils. 27% made expected progress. 7 pupils were PP of which 29% made expected progress.</p> <p>Year 2- 15 pupils. 67% made expected progress. 3 pupils were PP of which 100% made expected progress</p> <p>CW reading interventions – 43 pupils. 14 are now age expected 33%. 95% made expected progress. Of the 29 left 48% made better than expected progress (moving 3 book bands)</p> <p>Year 3 - 15 pupils. 87% made expected progress. 40% made better than expected progress. 6 pupils were PP of which 83% made expected progress. 50% made better than expected progress</p> <p>Year 4 - 11 pupils. 73% made expected progress. 9% made better than expected progress. 5 pupils were PP of which 40% made expected progress. 50% made better than expected progress</p> <p>Year 5 – 11 pupils. 73% made expected progress. 4 PP pupils. 84% made expected progress</p> <p>Year 6 – 15 pupils - 100% made expected progress. 53% made better than expected progress</p>	<p>Discuss with SLT why some reading interventions were more effective than others. Ensure they are closely monitored.</p> <p>DISCUSS more PP being selected for interventions</p> <p><u>Next steps</u> Purchase more reading books for upper KS2 pupils</p> <p>Approaches to be continued</p>	<p>Overall £8,508</p>
<p>KS1 reading, maths, writing and the combined measure</p>	<p>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,</p>	<p>At the end of KS1 in 2023, 57% of pupils attained expected in reading. Greater depth was 18%. 50% attained in writing with greater depth at 13%. Maths was 59% with 16% greater depth. R/W/M combined was 45% with 5% greater depth. These were all lower than the national averages for the first time in 4 years. This is due to a low attaining cohort.</p> <p>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</p>	<p>Approaches to be continued</p> <p><u>Next steps</u> Track progress of these pupils through year 3 next year with additional</p>	



	<p>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.</p>	<p>for reading both individual and class reading. Comprehension is an area that internal data indicates that continued development is needed.</p>	<p>interventions to support pupils</p>																												
<p>Improved attainment for disadvantaged pupils at the end of KS2 in; maths, reading, writing and combined measure Multiplication times table check</p>	<p>Delivery of effective interventions that raise the attainment of our pupil premium pupils In year 6 – with a particular focus on closing the covid gap and pupil premium. Maths interventions - with WT, also all pupils were delivered maths boosters by 8 staff Spring term. Also maths interventions in year 5 to close the gap -MH Maths and reading interventions by TA in Y6 Y6 Class teachers released to deliver interventions HR, HL – delivered reading interventions Purchased literacy shed</p>	<p>Year 5 maths interventions - 14 pupils. 100% made expected progress. 14% made better than expected progress. 5 pupils were PP of which 100% made expected progress. <b>KS2 interventions –</b> <b>Reading interventions</b> – HR / HL interventions – 12 pupils, 5 PP - 75% passed. <b>100 % PP passed. 100%</b> made better than expected progress. MF – 5 pupil – 80% passed, <b>3 PP pupils 100% passed. 100%</b> of all pupils had better than expected progress. <b>Lowest 20 % groups</b> - BS – 4 pupils, 2 PP - 0% passed but 100% better than expected progress. MH – 5 pupils. 3 PP. 0% passed but 100% better than expected progress. KW – 5 pupils - 20% passed. 2 PP- 0% passed. All 5 pupils made better than expected progress – <b>100%</b> <b>Maths interventions</b> –.WT – 16 pupils, 4 PP. <b>100% passed</b> and at age expected. <b>100% made better than expected progress.</b> Y 6 staff interventions – 73% passed out of 44 pupils who received interventions. Out of 19 PP pupils – 74% passed. All 44 pupils, <b>100%</b> made better than expected progress <b>G, P a S</b> – 5 pupils, 3 PP – 60% passed. 33% of PP passed. <b>100%</b> made better than expected progress.</p> <p><u>PP analysis – 2022 / 2023</u></p> <table border="1" data-bbox="797 1214 1632 1430"> <thead> <tr> <th></th> <th colspan="2">All</th> <th colspan="2">PP -</th> <th colspan="2">PP + SEN</th> <th colspan="2">PP no SEN</th> </tr> <tr> <th>Year</th> <th>2023</th> <th>2022</th> <th>2023 (28)</th> <th>2022 (24)</th> <th>2023 (6)</th> <th>2022 (6)</th> <th>2023 (22)</th> <th>2022 (18)</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>73%</td> <td>73%</td> <td>57%</td> <td>46%</td> <td>0%</td> <td>0%</td> <td>68%</td> <td>61%</td> </tr> </tbody> </table>		All		PP -		PP + SEN		PP no SEN		Year	2023	2022	2023 (28)	2022 (24)	2023 (6)	2022 (6)	2023 (22)	2022 (18)	Maths	73%	73%	57%	46%	0%	0%	68%	61%	<p>Approaches to be continued</p> <p>Interventions were successful this year with data showing we were in line or above national average in R, W, M and R/M/W combined. WT interventions extremely successful as were MF</p> <p><u>Next year</u> G, P a S is an area for the school to improve. School to research spelling approaches I KS2 and adopt across the school. Also to look at how to support pupils who have SEND as</p>	<p>Overall £31,367</p>
	All		PP -		PP + SEN		PP no SEN																								
Year	2023	2022	2023 (28)	2022 (24)	2023 (6)	2022 (6)	2023 (22)	2022 (18)																							
Maths	73%	73%	57%	46%	0%	0%	68%	61%																							

		<table border="1"> <tr> <td><b>Reading</b></td> <td><b>72%</b></td> <td>67%</td> <td>54%</td> <td>58%</td> <td>0%</td> <td>33%</td> <td>68%</td> <td>67%</td> </tr> <tr> <td><b>Writing</b></td> <td><b>75%</b></td> <td>68%</td> <td>57%</td> <td>50%</td> <td>0%</td> <td>0%</td> <td>73%</td> <td>67%</td> </tr> <tr> <td><b>S, P, a G</b></td> <td><b>65%</b></td> <td>61%</td> <td>43%</td> <td>50%</td> <td>0%</td> <td>17%</td> <td>59%</td> <td>61%</td> </tr> </table> <p><b>PP pupil's attainment improved in 2023 in reading, writing and maths when you take pupil premium children who also have another barrier to learning (SEND)</b></p> <p><u>Progress</u></p> <table border="1"> <thead> <tr> <th>subject</th> <th>Expected progress</th> <th>More than expected progress</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>92%</td> <td>52%</td> </tr> <tr> <td>Writing</td> <td>91%</td> <td>69%</td> </tr> <tr> <td>maths</td> <td>97%</td> <td>47%</td> </tr> </tbody> </table> <p><u>Conversion of PP pupils based on their KS1 result</u></p> <table border="1"> <thead> <tr> <th></th> <th>expected based on their KS1 result</th> <th>Better than expected based on their KS1 result</th> </tr> </thead> <tbody> <tr> <td><b>Reading</b></td> <td>85%</td> <td>23%</td> </tr> <tr> <td><b>Writing</b></td> <td>96%</td> <td>8%</td> </tr> <tr> <td><b>Maths</b></td> <td>85%</td> <td>4%</td> </tr> </tbody> </table>	<b>Reading</b>	<b>72%</b>	67%	54%	58%	0%	33%	68%	67%	<b>Writing</b>	<b>75%</b>	68%	57%	50%	0%	0%	73%	67%	<b>S, P, a G</b>	<b>65%</b>	61%	43%	50%	0%	17%	59%	61%	subject	Expected progress	More than expected progress	Reading	92%	52%	Writing	91%	69%	maths	97%	47%		expected based on their KS1 result	Better than expected based on their KS1 result	<b>Reading</b>	85%	23%	<b>Writing</b>	96%	8%	<b>Maths</b>	85%	4%	<p>an additional barrier to learning.</p>	
<b>Reading</b>	<b>72%</b>	67%	54%	58%	0%	33%	68%	67%																																															
<b>Writing</b>	<b>75%</b>	68%	57%	50%	0%	0%	73%	67%																																															
<b>S, P, a G</b>	<b>65%</b>	61%	43%	50%	0%	17%	59%	61%																																															
subject	Expected progress	More than expected progress																																																					
Reading	92%	52%																																																					
Writing	91%	69%																																																					
maths	97%	47%																																																					
	expected based on their KS1 result	Better than expected based on their KS1 result																																																					
<b>Reading</b>	85%	23%																																																					
<b>Writing</b>	96%	8%																																																					
<b>Maths</b>	85%	4%																																																					
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<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>Mental health champion – audit and training. Working party set up. Mental health UPS teachers to support pupils – use of pupil voice through Parliament (questionnaire, dog therapy, Free flow Friday, how to support at play,) Mental health week took place – Creative minds.</p>	<p>Approaches to be continued</p> <p><u>Next steps</u> staff well-being policy staff CPD</p>	<p>£2,595</p>																																																			

	Train staff in emotion coaching.	Staff CPD took place-m emotion coaching – zones of regulation	school will need to appoint a new mental health champion	
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. 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</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 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. 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 (10 out of 12 pupils made accelerated progress in at least two areas of reading, writing and maths.) Pupils also received music tuition ( x2) and 2 pupils were able to access after school clubs. Pupil vice showed all pupils were happier as they had someone they could talk too.</p> <p>Resources were purchased – engaging eyes, clicker software, dynamo maths, AQA units awards. Staff were trained on the use of AQA. 52 pupils with SEND accessed these interventions ( Nessy, literacy gold, dynamo maths, horse riding and ELSA) . 32 of which were SEND and PP.</p> <p>The school has accessed support and advice from multiple agencies including Educational Psychology Service and butterflies counselling</p>	<p>Speech and language remains an extremely successful and much needed intervention with more children needing it year on year</p> <p><u>Next year</u> PP mentors – appoint new staff as 1 has left the school</p>	Overall £6,094

**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 Nessy programme. SENCO to monitor delivery and effectiveness of approach.	Approaches to be continued	Already costed in above
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	Approaches to be continued	£1,551  Some costs are already covered in other areas of the document.

		<p>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.</p> <p>The curriculum is coherently planned and sequenced. It builds on what children know 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</p>		
--	--	---	--	--

		<p>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 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</p>		
--	--	---	--	--

		<p>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 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.</p>		
<p>Improved attainment scores of disadvantaged pupils in; Y1 phonics screening check KS1 reading and writing</p>	<p>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</p>	<p>Phonics Screening Check scores have improved from 41% to 85% over 5 years. However, in 2023 it was 67% which was lower than national of 75%. Therefore, phonics is an area to monitor and close gaps due to the pandemic.</p> <p>PP pupils in Year 1 identified as below age-related expectations received:</p> <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>	<p>Approaches to be continued</p>	<p>Costs are already covered in other areas of the document</p>

		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.		
--	--	--	--	--

<b>iii. Wider strategies (related to attendance, behaviour, wellbeing)</b>				
<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>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p>Individualised behaviour support programmes / interventions</p> <p>Introduction of Emotion Coaching and Zones of Regulations</p> <p>Use outside agencies to support (Behaviour Support Team)</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>Trained SEN TAs provide programmes that support the emotional and social development of some PP pupils (ELSA) and PP Mentor system</p>	<p>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.)</p> <p>2 Emotional Learning Support Assistants (ELSAs), in dedicated ELSA rooms, worked with identified pupils. 53% of pupils who accessed the intervention were PP.. 100% achieved and completed intervention with 80% impact show.</p> <p>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</p>	<p><u>Next steps</u></p> <p>To research a new behaviour policy in line with a restorative approach</p> <p>Train a school dog to come into school to work with children</p> <p>Approaches to be continued</p>	Overall £16,456



	<p>Parliament set up to hear all pupils voice – (chosen charity, after school clubs, how to spend PTA money, what we offer at play time, school moto and logo, stalls for summer fayre,),</p> <p>Mental health leads for pupils chosen to support pupils</p> <p>Mental Health ambassador introduces whole school approaches to support mental health and well-being, trains staff and monitors approaches and interventions used. Sets up a working party and a questionnaire to establish staff voice</p> <p>Advisers to develop our understanding of our pupils’ needs, give pupils a voice in how we address wellbeing,</p> <p>Mental health week delivered</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>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>5 pupils ( 4 were SEN and PP) were offered martial arts sessions. 5 sessions in total.</p>		
<p>To ensure all pupils, particularly disadvantaged pupils receive an enriched curriculum with plenty of opportunities</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>Embed the Write stuff and learning challenge curriculum which both improve enrichment opportunities</p> <p>Subsidies for enrichment activities; (musical, sporting cultural, social) within school and for trips.</p>	<p>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,</p>	<p><u>Nest steps</u> - 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>Overall £21,300</p>

	<p>Provision of free or subsidised access to extra-curricular clubs – use of pupil voice to ensure clubs offered address pupils interests</p> <p>Forest schools lead who offer 2 sessions per class each term for all pupils. This also allows staff to be given non-contact time to monitor and improve curriculum areas across the school for all foundation subject</p> <p>.</p>	<p>Chinese New Year, African drumming, storytelling workshops, cooking.</p> <p>Foundation leaders ensure more opportunities are given to enrich the curriculum. Assemblies focus on important figures to reflect a diverse society and through our displays.</p> <p>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 –10 of the 13 pupils were PP / SEND.</p> <p>1 pupil had music tuition paid for.</p> <p>All pupils had 6 sessions of forest school across the year.</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. Uptake of PP pupils at after school clubs rose by 50%. Over 120 pupils with PP accessed a variety of clubs this year.</p>	<p>Track clubs and monitor take up</p> <p>Approaches to be continued</p> <p>PE – School achieved gold status</p> <p>PE coach to monitor events / matches and ensure vulnerable groups are represented at these event (SEND/ PP)</p> <p>UPR Staff members to have responsibility for the monitoring of clubs to ensure vulnerable groups are attending.</p> <p>We plan to offer more clubs through outside agencies. Staff will monitor who are UPR,</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</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</p>	<p>Target – need to improved whole school approach to attendance.</p>	

	<p>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 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>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 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>– overall attendance was 92% (22/23) which is below the target of 95%. PP -90% (2% below all pupils). Non PP pupils was 93%. Persistent absence is 27%, although an improvement on the previous year (31%) this remains high. The % of PP that met absence threshold was 35%.</p>	<p><u>Next steps</u> – attendance officer work on improving current policies and procedures, educating parents, incentives across whole school to raise 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>Attendance continues to be a concern for us. We made a successful appointment in the summer term of a HSLO who will work with the safe guarding team to monitor attendance and work with families to improve attendance.</p>	<p>Overall £63,512</p>
<p><b>Total Spend:</b></p>		<p><b>£224,961</b></p>		