

# Leominster Primary School



Pupil Premium Strategy 2023-2024 - Review  
Reviewed by Helen Rees  
Date: September 2024

## 2023-2024 Leominster Primary School Premium Strategy Statement - End of year review

### PP KS2 SATS 2024

Cohort 2023-2024: 74 pupils. 21 pupils 30% PP. 11 had an additional barrier of SEND ( 5 with an EHCP)

GLD: 70%

**Maths**      **KS1: 57% EXS, 12% GD ( predictions as pupils didn't sit SATS due to COVID)**  
**Baseline 17%, SSM 29%**

Grade	2024	2023	2022	2019	2018	2017	2016	National 2024
EXS	63%	73%	70%	81%	69%	73%	49%	73%
GD	15%	17%	13%	15%	23%	14%	5%	25%
APS	102	102	104	104	103	103	99	
Progress	N/A	-1.1	-1.1	+0.7	+0.3	-0.5	-3.5	N/A

**Reading**      **Y1 phonics score – 85% KS1: 58% EXS, 19% GD**  
**Baseline 18%**

Grade	2024	2023	2022	2019	2018	2017	2016	National 2024
EXS	66%	72%	67%	73%	66%	68%	59%	74%
GD	27%	25%	13%	19%	30%	22%	10%	28%
APS	102	103	103	102	103	102	100	105
Progress	N/A	-1.5	-2.09	-0.4	-0.7	-0.7	-1.0	N/A

**Writing**      **KS1 – 57%EXS, 11% GD,**  
**Baseline 14%**

Grade	2024	2023	2022	2019	2018	2017	2016	National 2024
EXS	76%	75%	68%	78%	74%	71%	67%	72%
GD	17%	22%	7%	23%	26%	14%	12%	13%
Progress	N/A	+1.6	-1.5	+1.02	+0.9	-0.12	-1.9	N/A

**GPS**

Grade	2024	2023	2022	2019	2018	2017	2016	National 2024
EXS	66%	65%	61%	74%	72%	68%	60%	72%
GD	19%	20%	17%	28%	34%	27%	14%	33%
APS	102	103	103	104	105	104	101	

**RWM**      **KS1 – 54% EXS, 7% GD**

Grade	2024	2023	2022	2019	2018	2017	2016	National 2024
EXS	59%	63%	52%	65%	55%	60%	38%	61%
GD	10%	5%	5%	5%	16%	4%	3%	18%

**Science KS1: 73%**

Grade	2024	2023	2022	2019	2018	2017	2016	National 2024
EXS	83%	75%	77%	85%	88%	78%	82%	81%

<b>Review of expenditure</b>			
<b>Previous Academic Year 2023-2024</b>			<b>PP 2023-2024 (Financial year)</b> <b>£185,770</b>
<b>i. Teaching (for example, CPD, recruitment and retention)</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>
Narrow the attainment gap between disadvantaged and non-disadvantaged children.	<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>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>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</p>	<p>How can we improve the attainment of our PP who have additional barriers to learning (SEND)?</p> <p>Continue to offer CPD for staff, hold regular</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.</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>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. The school curriculum meets the needs of PP pupils.</p>	<p>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 Targetted academic support).</p> <p>Lower attaining readers ( after SEND pupils) 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>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</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</p>	<p>Talk boost and early talk to continue next year. However, due to staff absence the intervention is often puled. We need to</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>Employ external Speech and Language external Therapist. Employ speech and language support staff (1 full time ) to deliver interventions across the school. Provide 1:1 support and targeted interventions and CPD from in house speech and language specialists and bought-in- services.</p>	<p>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 have been trained to deliver Early Talk for Nursery and Talk Boost interventions for Reception.</p> <p>SPEECH AND LANGUAGE IMPACT</p> <p>She saw 26 children within her timetable, supporting their individual speech program targets. This was an increase of 8 pupils from the previous year. 50 % have now been discharged from the program. 100% made progress.</p> <p>Talk boost and Early talk– 100% of pupils made progress. 13 pupils received intense training over the year.</p>	<p>ensure next year additional adults are used to cover absence.  Jo Bristow to closely monitor this.</p> <p>SLT intervention to continue.</p> <p>– SENCOS monitored interventions more closely and produced 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 have 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 the previous year. This has risen to 61%. Difference between PP and all pupils has narrowed from the previous year ( 2023 - 47% PP:67% ( ALL) 2024 – 61% PP; 78% all. A gap of 17% which still needs to be closed.</p> <p>SR phonics interventions  3 times a week (year 1) 35 pupils. 100% progress. 20 of the 35 passed (57%)  3 times a week ( year 2) 22 pupils. 95% of them passed the PSR. 100% made progress from their PSC score,  3 times a week reading – 74% made reading progress. 57% made 3 or more book colour progress. ^&amp;% of PP and SEND pupils made progress.</p> <p>Year 2 phonics retest – 84% with 100% of PP pupils who passed compared to 83% in 2019. 94% of the cohort have now 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>Interventions will continue next year.</p> <p>Next Steps – to improve year 1 phonics interventions further by ensuring year 1 interventions are even more effective and are not pulled – (SR) GEG to monitor. Try to recruit more volunteers to support early reading.</p> <p>Explore alternative interventions for reading and phonics for KS2 ( literacy gold, clicker)</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</p>	<p><b>Interventions IMPACT READING</b></p> <ul style="list-style-type: none"> <li>• year 5 – 19 pupils received a reading interventions Once a week for 30 minutes. 100% postivie porgress.</li> <li>• Year 4 – 17 pupils recievd daily reading across eyar 4 – 100% progress was made.</li> <li>• Year 2 – 43 pupils across the year group. 100% SEND pupils made progress. 94% of those with PP made good</li> </ul>	<p>Reading interventions to continue</p> <p><u>Next steps</u>  Recruit more volunteers to hear readers.  Purchase more reading books for upper KS2 pupils and develop a love of reading</p>

	<p>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>progress. 83% made 5 or more book colour progress. 75% no longer require intervention by the end of the year as they are now a higher standard.</p>	<p>Ensure more PP being selected for interventions – Monitored by Assistant Heads ( JC, GEG and SC)</p>
<p>KS1 reading, maths, writing and the combined measure</p>	<p>Delivery of effective interventions to improve attainment for reading, writing and maths for pupils achieving the lowest 20%. 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.</p>	<p>At the end of KS1 in 2024, 67% (10% rise) of pupils attained expected in reading. Greater depth was 24% (6% rise.) 62% (12% rise) attained in writing with greater depth at 15% (2% rise.) Maths was 70% (11% rise) with 19% greater depth (3% rise) R/W/M combined was 64% (19% rise) with 17% greater depth (12% rise). School prioritised 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.</p> <p>Although maths is in line with the National Average in KS1. KS2 was lower than usual (63%) and lower than the national average. The multiplication check in year 4 was also low. Although there is no official pass rate 66% scored 17 or above with an average score of 18.8. The national average score was 20.6</p>	<p>We were broadly in line with national average for all subjects for expected and greater depth. However, reading is still a priority and was lower than the maths overall.</p> <p><u>Next steps</u> Developing the teaching of maths Developing the teaching of multiplication across years 3,4 and 5. Implement multiplication interventions. Researching effective strategies to improve reading comprehension</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.</p>	<p>G, P a S was an area for the school to improve. School researched spelling approaches in KS2 and adopted grammarsarus across the school</p> <p><b>KS2 interventions –</b> Y5 Handwriting ( MH once a week) 82% now writing with a pen. 11 pupils</p>	<p>Interventions were successful this year in year 6 – although the data was lower than previous years due to lower attaining cohort. However the progress from their baseline was huge. These are to continue next year.</p>



	<p>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>Y5 contractions (MH once a week) 100% impact. 4 pupils          Y5 sense and tense – 100% positive progress. 4 pupils.          Auditory memory – 100% positive progress. 7 pupils</p> <p><u>Year 6</u></p> <p><b>Maths interventions</b> –.WT – 18 pupils,. 83% <b>passed</b> and at age expected. 89% <b>made better than expected progress</b>. Y 6 staff interventions and HR and HL 45 minute maths weekly booster sessions – 100% 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</p> <p><b>Reading interventions</b></p> <p>Completed by a range of adults ( 3 Tas, 1 governor, 2 Head Teachers) These took place for various amount of time ( 1 every afternoon, 2 for one hour 3 times a week and 4 once a week)          The impact was an average of 80% positive progress.</p> <p><u>Spelling interventions</u>          Daily for 15 minutes with a 60% impact.</p> <p><u>Additional adult support</u>          An additional morning class with a HLTA for 7 pupils with an EHCP (PP and SEND) Impact was 100% accelerated progress based on progress scores with only 1 disapplied. All other pupils were able to access the SATs.</p> <p><u>PP analysis – 2023 / 2024</u></p> <table border="1" data-bbox="853 1214 1559 1417"> <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>24</th> <th>23</th> <th>24</th> <th>23</th> <th>24</th> <th>23</th> <th>24</th> <th>23</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td>(21)</td> <td>(28)</td> <td>(11)</td> <td>(6)</td> <td>(10)</td> <td>(22)</td> </tr> <tr> <td><b>Maths</b></td> <td><b>63%</b></td> <td>73%</td> <td>38%</td> <td>57%</td> <td>9%</td> <td>0%</td> <td>70%</td> <td>68%</td> </tr> </tbody> </table>		All		PP -		PP + SEN		PP no SEN		Year	24	23	24	23	24	23	24	23				(21)	(28)	(11)	(6)	(10)	(22)	<b>Maths</b>	<b>63%</b>	73%	38%	57%	9%	0%	70%	68%	<p>WT interventions extremely successful as were MF and the year 6 maths ones</p> <p><u>Next year</u>          Multiplication focus in year 3 and 4 – research into effective strategies to support pupils mental calculations          Effective spelling intervention</p> <p>Also to continue to look at how to support pupils who have SEND as an additional barrier to learning.</p>
	All		PP -		PP + SEN		PP no SEN																																
Year	24	23	24	23	24	23	24	23																															
			(21)	(28)	(11)	(6)	(10)	(22)																															
<b>Maths</b>	<b>63%</b>	73%	38%	57%	9%	0%	70%	68%																															

		<table border="1"> <tr> <td><b>Reading</b></td> <td><b>66%</b></td> <td>72%</td> <td>43%</td> <td>54%</td> <td>9%</td> <td>0%</td> <td>80%</td> <td>68%</td> </tr> <tr> <td><b>Writing</b></td> <td><b>76%</b></td> <td>75%</td> <td>43%</td> <td>57%</td> <td>9%</td> <td>0%</td> <td>80%</td> <td>73%</td> </tr> <tr> <td><b>S, P, a G</b></td> <td><b>66%</b></td> <td>65%</td> <td>48%</td> <td>43%</td> <td>18%</td> <td>0%</td> <td>70%</td> <td>59%</td> </tr> <tr> <td><b>R/W/M</b></td> <td><b>59%</b></td> <td>63%</td> <td>38%</td> <td></td> <td>9%</td> <td></td> <td>70%</td> <td></td> </tr> </table> <p><b>PP pupil's attainment improved in 2024 in reading, writing and maths when you take pupil premium children who also have another barrier to learning (SEND) This year we also had a much higher % of pupils with PP and SEND</b></p> <p><b><u>Progress</u></b></p> <table border="1"> <tr> <td></td> <td><b>More than expected progress</b></td> </tr> <tr> <td><b>Reading</b></td> <td>100%</td> </tr> <tr> <td><b>Writing</b></td> <td>100%</td> </tr> <tr> <td><b>Maths</b></td> <td>100%</td> </tr> </table>	<b>Reading</b>	<b>66%</b>	72%	43%	54%	9%	0%	80%	68%	<b>Writing</b>	<b>76%</b>	75%	43%	57%	9%	0%	80%	73%	<b>S, P, a G</b>	<b>66%</b>	65%	48%	43%	18%	0%	70%	59%	<b>R/W/M</b>	<b>59%</b>	63%	38%		9%		70%			<b>More than expected progress</b>	<b>Reading</b>	100%	<b>Writing</b>	100%	<b>Maths</b>	100%	
<b>Reading</b>	<b>66%</b>	72%	43%	54%	9%	0%	80%	68%																																							
<b>Writing</b>	<b>76%</b>	75%	43%	57%	9%	0%	80%	73%																																							
<b>S, P, a G</b>	<b>66%</b>	65%	48%	43%	18%	0%	70%	59%																																							
<b>R/W/M</b>	<b>59%</b>	63%	38%		9%		70%																																								
	<b>More than expected progress</b>																																														
<b>Reading</b>	100%																																														
<b>Writing</b>	100%																																														
<b>Maths</b>	100%																																														
<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>Train staff to become a trauma informed school (ARC)</p>	<p>Mental health champion was appointed– audit and training. Use of pupil voice through Parliament and questionnaires ( dog therapy, Free flow Friday, canopies for quiet areas at playtimes ) A new wellbeing screening system has been implemented and is now well established within school. Teachers or other school staff can complete a referral form if they are concerned about a child's mental health or wellbeing.</p> <p>Screening meetings take place every three weeks. Staff attending the meetings are members of the safeguarding team, mental health lead and ELSA practitioners. A decision is made on the most suitable support for each child.</p> <p>In the period September 2024 - December 2024 a total of 82 children were screened.</p>	<p>WEST, ELSA interventions have been extremely successful and should continue</p> <p>Therapy dogs have been extremely successful and pupil voice and parents' views have shown how effective they are.</p> <p>Our mental health champion has been extremely proactive and effective, and this has raised the profile in ensuring that mental health and well-being of both our pupils and staff is at the fore front of our minds in everything we do.</p>																																												

		<p>Of these 82 children (some children have received a combination of support interventions):</p> <p>35 children have been seen by an ELSA trained practitioner (full programme, check-ins or placed on the waiting list)  15 WEST referral have been made (or waiting to be made)  3 school nurse referrals  10 children have been offered / started morning club  6 additional referrals made to external services HOPE, phoenix bereavement support  6 children have been supported through therapy dog interventions  8 families have been offered Early Help / Level 2 family support  1 child has been placed in an additional EAL support group</p> <p>A number of children are also being monitored and reviewed at each screening meeting.</p> <p>A timetable produced so all pupils have access to the therapy dogs and forest school at least twice in a half term.</p> <p>CPD training for parents, pupils and staff on mental health and resilience.</p> <p>An assembly in year 6 – managing stress of exams and tests.</p>	<p>It also links into our new behaviour approach..</p>
<p>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>	<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>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>Speech and language interventions to continue.</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>Regularly receiving emails from external speech therapists as to the impact of the interventions.</p> <p>“ All pupils made great progress. The children really wouldn’t be where they are if it wasn’t for her constant input and efforts. She is a hard working, dedicated professional.’</p> <p>Feb 24 – Email I just wanted to express and highlight my thanks to XXX Since I’ve been off She has been working so hard with the children. I came back in last Thursday and they’ve made great progress. The children really wouldn’t be where they are if it wasn’t for her constant input and efforts. I just wanted her to be recognised for her hard work, dedication and professionalism. She’s also been SO helpful and supportive during my sessions.</p> <p><b>Best Wishes</b> <b>Rachel Skinner</b> Speech and Language therapy Assistant Speech &amp; Language Therapy Department Vaughan Building, Ruckhall Lane, Belmont, Hereford. HR2 9RP</p> <p><u>IMPACT</u> 26 pupils received S and L interventions. 50% have now been discharged. 100% progress.</p> <p>Each PP Mentor met regularly with 6 pupils from Years 3, 4, 5 and 6 (18 pupils in total). They met termly with the PP lead and discussed progress and next steps for all pupils. Pupils academic progress as well as attendance was discussed for each pupil. 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 (15 out of 18 pupils made accelerated progress in at least two areas of reading, writing and maths.) Pupils also received music tuition ( x2) and 4 pupils were able to access after school clubs. Pupil voice 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,</p>	<p>PP mentors is a highly effective intervention and should continue</p> <p><u>Next Steps</u> PP mentors – appoint and train new staff as 1 has left the school. Increase the amount of pupils seen over the course of the academic year. SENCOS – to observe practice in class for pupils who are SEND and PP. Research effective strategies / resources to further support them and implement them.</p>
--	--	--	---

		The school has accessed support and advice from multiple agencies including Educational Psychology Service and butterflies counselling	
--	--	--	--

<b>ii. Targeted academic support (for example, tutoring, one-to-one support structured interventions)</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>
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. Talk boost and Early talk– 100% of pupils made progress. 13 pupils received intense training over the year.  SENCO monitored delivery and effectiveness of approach.	Approach to continue – Talk boost and Early talk
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	Tracking processes and interventions contribute to raising the attainment of PP, FSM and SEND pupils. In Nursery, Early Talk intervention continues to be successful and so is Talk Boost in Reception. 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.	Approaches to continue  Assistant head to continue closely monitor next year

		<p>Interventions include touch counting, subitising, number recognition, ordering and letter formation and shape intervention. Within the maths scheme pupils are picked up and time is planned for interventions. Within continuous provision key skills are practised and areas of weakness are highlighted. These skills are developed in afternoon provision and with targeted adult intervention.</p> <p><u>Listening and attention</u> 33% at the start of the year. Increased to 65% by the end of the year</p> <p><u>Speaking</u> 33% at the start of the year, increased to 60% by the end of the year</p> <p><u>Understanding</u> 39% at the start of the year, increased to 80% by the end of the year</p>	
<p>Improved attainment scores of disadvantaged pupils in; Y1 phonics screening check KS1 reading and writing</p>	<p>Additional phonics sessions are 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. In 2023 it was 67% which was lower than national of 75%. We therefore prioritised this in 2024. Phonics rose by 10% to 77%</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>The English Co-ordinator reviewed the curriculum, identified areas of weakness in the provision, researched different approaches, introduced new approaches</p>	<p>Phonics teaching and organisation has had a significant impact on pupils' attainment so will continue.</p> <p>These new approaches to continue – all will be closely monitored by Assistant Heads and reported on impact termly to SLT</p>

		(Accelerated Reader, Grammarsarus , Literacy Shed 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>
To review our behaviour policy and implement a new one which focusses on building positive relationships.	Whole staff training Promoting positive relationships and attachment. CPD – understanding trauma INSET Head teacher spent the year researching behaviour approaches in line with government guidance	End of year new policy was written ready to be implemented in Sept 24.	Next steps  To implement the new behaviour policy in line with a restorative approach Provide further CPD for ALL staff to ensure consistency across the whole school.
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 Subsidies for enrichment activities; (musical, sporting cultural, social) within school and for trips. Provision of free or subsidised access to extra-curricular clubs – use of pupil voice to ensure clubs offered address pupils interests 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	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 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.	PE – School achieved gold status  50% take up of extra sports for our PP pupils Continue to offer opportunities to enrich pupils provision  <u>Next 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 Continue to track clubs and monitor take up  Forest school Train another after school club member to offer the club after school

	<p>and improve curriculum areas across the school for all foundation subject</p>	<p>Horses riding sessions were offered throughout the year – 18 pupils (16 SEND, 8PP and 6 SEND/PP)  All pupils had 6 sessions of forest school across the year.  Trained additional staff member for forest school  Pupil voice – (Parliament and PE coordinator) was used to offer pupils a range of school clubs based on their preferences.  We tracked clubs and used pupil voice and monitored the uptake. This saw a rise in the uptake particularly for our PP pupils. We offered more clubs through after school agencies .  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. A rise of pupils taking part in after school activities who are PP. 50 pupils took part ( 50% of PP) which is a 26% rise on the previous year.  Cool kids I intervention for pupils in nurture group for the Autumn term. Keep fit club – for the Autumn term. For pupils across KS1 and KS2  After school club provision was monitored. Activities were timetabled each day and promoted which has seen a rise in the uptake.</p>	<p>Monitor breakfast club provision to ensure excellent wrap around care</p> <p>Find a new horse-riding provision due to the other provision moving.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Appropriate support for PP pupils with social, emotional and mental health needs so that those pupils can accelerate progress without impediments.  Trained SEN TAs provide programmes that support the emotional and social development of some PP pupils (ELSA) and PP Mentor system  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</p>	<p>2 Emotional Learning Support Assistants (ELSAs), in dedicated ELSA rooms, worked with identified pupils. Out of the 43 pupils 30% were PP <b>and</b> SEN. 100% achieved and completed intervention with 95% impact shown. They have been full all year with a waiting list.  The TAs receive regular training and closely work with the safe guarding team.  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</p>	<p>ELSA support to continue</p> <p>Family support work to continue- the superb work that we offer the community has been widely recognised by the Local Authority. All support to continue.</p> <p>The introduction of the school dogs has been very successful for many of our pupils and families as well as staff ad they will both continue to work within the school.</p>



	<p>moto and logo, stalls for summer fayre,)),  Mental health leads for pupils chosen to support pupils  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 Advisers to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing,  Mental health week delivered Support those pupils who have been identified to need additional support for their mental health and wellbeing with outside agencies – (counselling –'Butterflies.)  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.  We are also training to become a trauma informed school since June 2024.  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.  We trained 2 school dogs and introduced them across the school. They work with year groups once a week for a variety of reasons (including developing reading, fluency in speaking as well as improving mental health and well-being. Pupil and parent voice as well as staff and outside agencies have voiced how effective they have been with many pupils across the school – particularly in terms of their well-being.</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.  Safeguarding manager and newly appointed HSLO to target all attendance concerns and PP attendance concerns through monthly data analysis and implementation of an attendance tracker, early intervention and a structured approach, parent phone</p>	<p>Attendance was monitored daily 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.   The attendance officer worked on improving current policies and procedures, educating parents, and developing incentives across the whole school to raise attendance.</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 safeguarding team to monitor attendance and work with families to improve attendance.   <u>Next Steps</u>   To recruit and train a new attendance officer to continue the excellent provision and</p>

	<p>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>The attendance officer introduced half termly newsletters – explaining the importance of regular attendance to parents outlining the year groups with the best /poorest attendance. She stood on the door every day keeping a record of pupils who arrived late. We have seen a dramatical improvement (80%) in those pupils who were arriving late.</p> <p>Incentives were introduced to encourage high attendance – termly tea parties for [pupils with 100% attendance, golden tickets for family trips given out termly (pantomimes, Beefy boys vouchers, cinema and theatre tickets, family day tickets - golf etc) End of year trip to golf/ bowling for all pupils who had 100% attendance all year. Weekly certificates for best class attendance.</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 of 85% was in the highest 20% of all schools in 2021 / 2022. Also, in the highest 20% of schools with similar deprivation for 2021/2022 and 2022/2023. Although absence did drop from 8.5 (21/22) to 7.5 (22/23). Persistent absence 31.3% in 2021 /2022 dropped to 23.7 in 2022 /2023 but was in highest 20% of all schools. However, we are now no longer in the highest 20% when compared</p>	<p>practice this year introduced by the previous attendance officer.</p>
--	---	--	--

		<p>with similar level of deprivation schools for pupils who are persistently absent.</p> <p>As a school we were recognised by the LA attendance team as having excellent practice. The new attendance officer was showing an impact. Overall attendance went from 93.1 at the start of the year to 94% by the end of the year. Overall Headline figures</p> <p>22/23 – 92.5%</p> <p>23/24 – 94%</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Overall attendance</th> <th>Absence</th> <th>Unauthorised absence</th> <th>Persistent absence</th> <th>Lates</th> </tr> </thead> <tbody> <tr> <td>22/23</td> <td>92.5%</td> <td>7.5%</td> <td>1.7%</td> <td>23.7%</td> <td>1.2%</td> </tr> <tr> <td>23/24</td> <td>94%</td> <td>6.0%</td> <td>1.1%</td> <td>21.7%</td> <td>1.0%</td> </tr> </tbody> </table>	Year	Overall attendance	Absence	Unauthorised absence	Persistent absence	Lates	22/23	92.5%	7.5%	1.7%	23.7%	1.2%	23/24	94%	6.0%	1.1%	21.7%	1.0%	
Year	Overall attendance	Absence	Unauthorised absence	Persistent absence	Lates																
22/23	92.5%	7.5%	1.7%	23.7%	1.2%																
23/24	94%	6.0%	1.1%	21.7%	1.0%																
All pupils acquire basic language skills	<p><b>Additional Support not planned</b></p> <p>19 asylum seeker pupils joined the school in Sept 23.</p> <p>A teacher was appointed to teach them in the morning basic language skills.</p>	IMPACT: 100% progress.	<p>Unfortunately they were only with us for a short period of time (Autumn term)</p> <p><u>Next Steps</u></p> <p>Further support for our pupils who are EAL – look at further resources to support them as well as further strategies / interventions</p>																		
Provide them with emotional and targeted support in order for them to	Due to complex needs of some of our pupils moving from reception to year 1 we put a morning class in place to support 6 pupils with SEMH	IMPACT: 100% progress – 5 were able to be reintegrated successfully into mainstream this year and one gained a place in our ASD base.	Due to the success of the morning class this does not need to continue next academic year.																		

access main stream education.	needs which ran along the model of our current nurture class provision. (½ were PP)		
-------------------------------	---	--	--

<b>Total Spend:</b>	<b>£235,207.79</b>
---------------------	--------------------