**Leamington Community Primary School**

**Pupil Premium Strategy 2018/19**

**Pupil Premium**

The primary aim of the school is to ensure that all children are able to access all aspects of the school’s provision in order to achieve the highest standards of achievement and the greatest possible progress in relation to children’s individual starting points. The Pupil Premium is funding provided to schools which is additional to main school funding. It is allocated according to the number of pupil’s on-roll who are eligible for free school meals (FSM), a smaller amount allocated according to the number of children of service families, and an allocation for each pupil who has been ‘Looked After’ (in care) for 6 months or more. In 2012, funding was extended to include pupils who have been eligible for free school meals within the past 6 years. It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, schools are to be held accountable for how they have used the additional funding to support pupils from low-income families. Please see below for information regarding how the pupil premium was spent in the last financial year and the plans for future spending.

**Main Barriers to Learning**

Some of our children start school well below national expectations as a result of limited experiences from birth, often stemming from vulnerable families. In order to address children’s development gaps we direct a range of resources, interventions and strategies for both children and parents. Barriers and challenges faced by some of our disadvantaged pupils are many and varied. They often increase in complexity as the children get older e.g.

* Poverty
* Vulnerable parenting – dysfunctional home: mental health, domestic violence, poor basic skills, unemployment, drugs and alcohol.
* Poor nutrition
* Poor language/communication skills
* Immature development socially, emotionally and physically
* Challenging behaviour
* Poor self-esteem/lack of confidence (children and parents) resulting in low expectations and aspirations.
* Limited life experiences and access to everyday opportunities e.g. visiting the park, library etc.
* Limited involvement in school and poor attendance
* Lack of access to technology/sports/clubs etc.
* Low IQ, specific learning/health needs which have not been identified/accepted by families resulting in delayed intervention and support.

**Our current strategies to address above barriers**

Underpinning our strategies for improvement is assessment, intelligent use of data and key information. Clear analysis allows us to address social, emotional and learning needs with a range of appropriate resources resulting in the accurate targeting of underperformance, leading to effective closure of gaps.

Assessments, both formative and summative constantly inform our planning, teaching and learning. All data is cross referenced so a child’s strengths are widened across all subjects. Regular daily feedback and encouragement during every lesson within a positive learning environment, results in pupils who believe in themselves and are motivated to succeed and achieve. An effective, stimulating and engaging curriculum, reflecting children’s learning needs through modern culture and their own interests, is crucial to captivate learners and accelerate progress.

In order to facilitate the wide range of needs across each cohort, children are sometimes grouped for ability in English and Maths with an additional teacher in EYFS, Y1 and Y6. This has reduced group size greatly. Our most vulnerable children benefit from quality first teaching and small groups with our experienced teachers supported by well qualified Learning Support Officers. This provision allows for effective intervention with clear differentiation and facilitates an immediate response to any misconceptions on a daily lesson basis. Additional support to address more significant learning gaps is provided through afternoon interventions. Key to this provision is consistency in staff that know and understand a child’s strengths and more importantly their weaknesses.

Our most vulnerable children receive daily learning of basic skills. We have also created a SEN Base for our KS1 children with complex learning difficulties. Children work with our SENCO and trained support staff. This intense personalised programme will result in the majority of children being re-integrated back into their year group and achieving within national expectations.

A range of resources which are age appropriate yet also match the stage of learning have had a significant impact upon children’s engagement resulting in good progress. Technology plays an important role throughout the school both as a tool to reinforce concepts as well as to engage and enrich learning. All staff have high expectations of all children. The quality of teaching and learning is consistently good, some being outstanding. Expertise is shared across the school resulting in constant improvement. No time is wasted, no opportunity lost. We expect nothing less than the ‘best’ for every child; as echoed in our school motto - Together we make a Difference.

**Strengths:**

* EYFS and year groups 1 and 6 all have extra teachers to ensure all children make at least good progress.
* Consistent high quality first teaching and learning across the school
* High quality relevant CPD for all staff
* Specialist school based speech and language programme
* Small groups with rigorous basic skills teaching, set within a creative, stimulating curriculum.
* Assessments reflecting not only National Curriculum Stages but a range of refined basic skills data and diagnostic testing e.g.: phonics, number bonds etc.
* SLT guidance and support in the intelligent use of data by all staff resulting in targeted intervention and support
* Daily individual/small group teaching and learning with appropriate feedback
* Curriculum reflecting children’s interests and modern culture e.g. Minecraft, Disney,
* Strong pupil voice and opportunities to take on role of responsibilities i.e. Head Boy/Girl, School Council, Eco Rangers, Values Champions, Play Leaders, , Reading Buddies etc.
* Parents involved in children’s learning through daily contact & range of initiatives/resources. e.g. courses, website, guides, learning prompts
* Homework clubs/ICT clubs provided weekly, with excellent attendance
* Range of subsidised clubs/events to enrich provision
* Poor attendance supported through a dedicated attendance mentor
* Specialist additional booster support provided in Year 6 for children at risk of underachievement
* Technology used effectively on daily basis to reinforce and embed key concepts
* Experienced Inclusion team with full time mentors and a Family Support Worker
* Sensory room
* Regular SEN Audits and meetings
* Informed Governors who make effective decisions

**More able disadvantaged pupils**

An acute awareness of individual strengths and weaknesses alongside moderated data has ensured targets are challenging and no child is left to coast. Moderated data has highlighted middle ability disadvantaged children who were attaining and progressing within expectations, however, when compared with their prior data it was clear they were not meeting their full potential. Cross referencing data across all subjects prevents further under achievement. Grouping and an effective range of support and intervention strategies provides the additional challenge needed for this group of pupils resulting in outstanding attainment and progress for these children.

* Booster Sessions for English and Maths. Working with national advisors in Maths (Tara Laughran) and Narrative Immersion (Rebecca Bell)
* Additional staffing to target pupils
* Integration of ICT to promote writing for real (see social media)
* IPads
* Acquisition of higher level resources which are in line with popular culture i.e. Mathletics,
* LA consultants, primary and secondary colleagues to moderate higher level judgments.
* Targeted communication with parents High expectations transformed into high achievement for all children whatever their starting point.

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| Number of pupils and pupil premium grant (PPG) received | | |
| Total number of pupils on roll | | 421 (Reception – Y6) 96 in the Nursery |
| Total number of pupils eligible for PPG | | 211 (50.4%) |
| Total amount of PPG received | | £304,920 |
| 1. **Planned expenditure** | | |
| **Academic year** | **2018 – 19 (Projected Spend £304,725)** | |

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| **Focus** | **What this does** | **Targeted pupils** | **Cost** | **New or Continued** | **Monitored by** | **Specific intended outcomes** | **Continued for 2018-2019** |
| Additional Learning Support officer in Reception class | Allows for targeted intervention in early reading and speech and language development. | Reception pupils | £8,386 | Continued | HT/DHT/  NB | Pupils will benefit from smaller groups, targeted intervention and high quality interaction. | Yes – Pupils speech and language has been highlighted as an essential part of the curriculum. |
| Additional Learning Support officer in Nursery | Allows for delivery of Speech and Language for every pupil in Nursery. | EYFS | £12,000 | New | HT/DHT/SH | Pupils will benefit from smaller groups, targeted intervention and high quality interaction. | Continued - % of children achieving GLD increased from 57% to 62% |
| Additional Learning Support officer in Year 5 | Allows children at risk of not meeting the GDS to receive extra high quality intervention. | Year 5 | £12,000 |  | HT/DHT | Pupils will benefit from smaller groups, targeted intervention and high quality interaction. | Not continued – Context of cohort. |
| Additional teachers in EYFS, Years 1 and Year 6 | Ensure all three year groups have smaller groups/classes. All three teachers provide specific intervention targeting PP pupils at risk of not making at least good progress. | EYFS, Years 1 and 6 | £105,000 | Continued | HT/DHT/  SLT | 80% pupils pass the phonics screening check (18% higher than previous year), 20% increase in the number of PP children meeting the required standard in KS1. The % of PP pupils meeting the required standard in R,W and M at the end of KS2 rises from 53% to 65% | Emerging needs of the cohort in EYFS and Y1. |
| Full-time Attendance Learning Mentor | Targeted intervention for pupils and families who have attendance below 96% and persistent absentees. Support families who face difficulties. | All pupils | £25,000 | Continued | HT/DHT | Attendance improves from 96% for 2017/18 to at least 97% for 2018/19.  Persistent Absenteeism falls from 8% (2017/18) to below 7% (2018/19). | Yes |
| Education Welfare Officer from Liverpool School Improvement | Support to Attendance mentor in tackling persistent absenteeism. | Pupils who’s attendance is below 90% | £3000 | Continued | HT/DHT | Persistent Absenteeism falls from 8% (2017/18) to below 7% (2018/19). | Yes |
| Attendance Bus | Provide support to PP families whose attendance is below 95% and at risk of persistent absenteeism. | All pupils | £1000 | Continued | HT | Persistent Absenteeism falls from 8% (2016/17) to below 7% (2017/18). PP attendance improves from 95% to 97% | Yes |
| Full-time Learning Mentors | Allows pupils at risk of underachievement due to barriers to learning to access mentoring programmes designed to meet individual needs. | All pupils | £64,335 | Continued | HT/DHT | Increased self-esteem and pupil confidence. Giving pupils the confidence to make good+ progress whilst breaking down the barriers to achievement. | Yes |
| Full-time Family Support Worker | To target vulnerable families, providing support with all aspects of life. Targeted support through EHAT. | All pupils | £30,000 | New | HT/DHT | Barriers to learning and removed and pupils feel confident and resilient to tackle problems independently. | New |
| Provide funding for PP pupils to attend all educational visits and to ensure  all visitors to school are free for all | Provides disadvantaged pupils with educational experiences outside the classroom to engage them with their learning and add to the rich educational offer. | All pupils | £4,000 | Continued | HT/DHT | Pupils have an increased understanding of society and their role in the community. Pupils have an enriched learning experience. | Yes |
| Financial support | We offer some limited financial support to families of low income for uniform and sports kits. | All Year groups | £1,000 | Continued | HT | Wellbeing and readiness for school leading to reduction in concerns for key families. | Yes |
| Renew ICT Equipment and Update Wireless Network. | All children have access to a fast, high quality network. | All pupils | £15,238 | New | HT | Pupils can access high quality resources. | Complete |
| Release time for teachers/Senco to meet with SLT/Governors. | Quality time given to discuss pupil progress for disadvantaged pupils, termly. Half-termly meeting costs to be met by school | All pupils | £5,400 | Continued | HT/DHT/LT | All staff has a deep understanding of formative and summative assessment and develops practice to meet the needs of all PP children. PP children make outstanding progress. | Yes |
| Specialist teachers in Guitars, Violins and Samba | Pupils given access to high quality music teaching by specialists. | KS2 pupils | £13,000 | Continued | HT/DHT | Pupils develop fine and gross motor skills and have an increased awareness of music and its impact on society. | Yes |
| SENISS | To provide high quality CPD and intervention for staff/pupils working with children in EYFS/Year 1 with additional needs | EYFS/Year 1 | £8000 (60% of the full cost) | Continued | HT/DHT/  SENCO | All staff have a deep understanding of the barriers facing young children with SEN. Pupils needs are met to the very highest standard allowing them to make good+ progress. | Yes |
| Psychology Top up service from Liverpool School Improvement | Support for children in breaking down the barriers to learning. | All pupils | £4,500 | Continued | HT/DHT/  SENCO | Targeted support to enable vulnerable pupils to be included in school life and the curriculum. All staff receive high quality guidance to breaking down the barriers to learning. | Yes |
| Purchase of new school minibus | Enable pupils to participate in sporting events and visit cultural experiences. | All pupils | 50% of the cost £12,104 | New | HT | School can organise trip and experiences to broaden the horizons of all of the children. | New |
| Running of summer school for disadvantaged children | Provide pupils with an engaging exciting curriculum based holiday club. Ensure children are given a hot meal and fed throughout the day. | 60 Disadvantaged pupils | £8,000 (Est) | New | HT/DHT/Governors | Pupils continue make progress over the long summer break. Children experience days out and cultural events. Children do not hungry over the summer period. | New |