



Leamington Community Primary School **Pupil Premium Strategy 2020/21**



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

Many 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 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 EYFS and KS1 children with complex learning difficulties. Children work with our EYFS Lead, 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/Y1/Y3/Y5 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.

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	416
Total number of pupils eligible for PPG	258 (62%)
Total amount of PPG received	£279,000
1. Planned expenditure	
Academic year	2019 – 20 (Projected Spend £ 270,000)

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 teachers in EYFS, Year 1, Year 3, Year 5 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	£150,000	Continued	HT/DHT/ SLT	80% pupils pass the phonics screening check, 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 65% to 73%	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	£35,000	Continued	HT/DHT	Attendance improves from 96.7% for 2018/19 to at least 97% for 2019/20. Persistent Absenteeism has fallen to 4.8% (2018/19) to be kept below 5% (2019/20).	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 has fallen to 4.8% (2018/19) to be kept below 5% (2019/20).	Yes
Attendance Bus	Provide support to PP families whose attendance is below 95% and at risk of persistent absenteeism.	All pupils	£2000	Continued	HT	Attendance improves from 96.7% for 2018/19 to at least 97% for 2019/20. Persistent Absenteeism has fallen to 4.8% (2018/19) to be kept below 5% (2019/20).	Yes
Full-time Learning Mentor	Allows pupils at risk of underachievement due to barriers to learning to access mentoring programmes designed to meet individual needs.	All pupils	£45,000	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	£32,000	Continued	HT/DHT	Barriers to learning and removed and pupils feel confident and resilient to tackle problems independently.	Yes
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	£10,000	Continued	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.	Yes