



Pupil Premium Strategy Statement: Leftwich Community Primary School

1. Summary Information					
School	Leftwich Community Primary School				
Academic Year	2017/2018	Total PP budget	102,960	Date of most recent PP review	Sept 2017
Total Number of Pupils	190	Number of pupils eligible for PP	66/ 190 35%	Date for next internal review of this strategy	July 2018

2. Current Attainment					
End of KS1 Assessment Data 2017					
Context: There were 15 out of 29 children entitled to the Pupil Premium Funding. Of these Pupil Premium children, 13% (2) were SEN children.					
		Pupil Premium children	Non-SEN Pupil Premium children	All pupils	National Average 2017
Reading	Average Scaled Score	-	-	-	-
	% reaching expected standard	87% (13 pupils)	87% (13 pupils)	83%	%
Writing	Average Scaled Score	-	-	-	-
	% reaching expected standard	73% (11 pupils)	73% (11 pupils)	72%	%
Mathematics	Average Scaled Score	-	-	-	-
	% reaching expected standard	87% (13 pupils)	87% (13 pupils)	83%	%

End of KS2 Assessment Data 2017					
Context: There were 11 out of 31 children entitled to the Pupil Premium Funding. Of these Pupil Premium children, 2 (18%) were SEN children.					
		Pupil Premium children	Non-SEN Pupil Premium children	All pupils	National Average 2016
Reading	Average Scaled Score	96	96.7	105	104.1
	% reaching expected standard	9% (1 pupil)	9% (1 pupil)	48%	73%
Writing	Average Scaled Score	-	-	-	-
	% reaching expected standard	55% (6 pupils)	55% (6 pupils)	77%	76%
Mathematics	Average Scaled Score	98.3	99.1	101.6	104.2
	% reaching expected standard	36% (4 pupils)	36% (4 pupils)	68%	75%
SPAG	Average Scaled Score	101	102.2	103.7	105.9
	% reaching expected standard	73% (8 pupils)	73% (8 pupils)	80.7%	76.9%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	4/23 (17%) pupils in EY/ Reception class are Pupil Premium. A large percentage of pupils arrive with poor expressive language skills.
B.	At the end of 2016-2017 overall the percentage of pupil premium pupils achieving ARE for the combined subjects was 57% compared to 72%
C.	20% pupil premium pupils in school are on the school's SEN register for reading, writing or maths. 80% of our SEN are boys.
D.	Entry data for pupils in the current year 1 and year 2 shows that a significant percentage (for example 50% of current year 2 children) were below age related expectations in Speaking. Similarly a significant percentage of pupils (for example 75% of current year 2 children) were below age related expectations in Understanding. This impacts on readiness for learning in all subject areas and is also identified as an on-going barrier as children move through key stages 1 and 2.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E	Currently 34% of pupils eligible for the pupil premium also have additional needs within the family (Family support worker support/ Social Care support)

F	A need to raise the aspirations of our children, in partnership with parents and carers, and encouraging support with homework/additional revision from parents and carers for a number of pupils eligible for the pupil premium, has an impact on their education and attitude towards learning.	
G	Some children eligible for pupil premium do not experience a range of enrichment experiences outside of school because of additional costs attached. (35% of school population is eligible for Pupil Premium Grant and currently 58% of these are in receipt of FSM)	
H	A need to address emotional needs of many pupils eligible for the pupil premium.	
I		
4. Desired outcomes (desired outcomes and how they will be measured)		Success criteria
A	The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress in reading and writing will increase in all year groups.	<ul style="list-style-type: none"> Quality first teaching and an inclusive approach will help reduce barriers to learning. SPTO (School Pupil Tracker Online) to be kept up to date for all children Children at risk of not making expected progress will be discussed at termly pupil progress meetings. Interventions will be carried out when needed (by HLTA/ PP teacher employed to support pupils across school). These will be reviewed and evaluated and changed if children are not making progress.
B	Most pupils eligible for the pupil premium with SEND will make at least expected progress in reading, writing and mathematics (3 tracking points progress)	<ul style="list-style-type: none"> Quality first teaching and an inclusive approach will help reduce barriers to learning. SPTO (School Pupil Tracker Online) to be kept up to date for all children Children at risk of not making expected progress will be discussed at termly pupil progress meetings. Interventions will be carried out when needed (by HLTA/ PP teacher employed to support pupils across school). These will be reviewed and evaluated and changed if children are not making progress. Senior Leaders, Family Support Worker, Teachers working in partnership with parents. High expectations from all within school Attitude towards learning will be supported through our creative curriculum.
C	Pupil Premium pupils in the Early Years will make the same rate of progress as other pupils in the class, and accelerated progress in Speaking and Understanding for those children whose baseline was below that of the expected level.	<ul style="list-style-type: none"> Quality first teaching and an inclusive approach will help reduce barriers to learning. SPTO (School Pupil Tracker Online) to be kept up to date for all children Children at risk of not making expected progress will be discussed at termly pupil progress meetings. Two Teaching Assistants in the classroom to support.

D	The percentage of pupils eligible for the pupil premium reaching the expected standard in the combined subjects will increase in all year groups.	<ul style="list-style-type: none"> • Quality first teaching and an inclusive approach will help reduce barriers to learning. • SPTO (School Pupil Tracker Online) to be kept up to date for all children • Children at risk of not making expected progress will be discussed at termly pupil progress meetings. Interventions will be carried out when needed (by HLTA/ PP teacher employed to support pupils across school). These will be reviewed and evaluated and changed if children are not making progress. • Senior Leaders, Family Support Worker, Teachers working in partnership with parents.
E	The parental engagement of families will be increased through early intervention, close working with all agencies and additional in-school support.	<ul style="list-style-type: none"> • Increase the amount of families who engage with school as an early intervention to improve parenting through 1:1 work with the school's Family Support Worker • Families will be supported at TAF, reducing the need for engagement with safeguarding and CP teams
F	Families who are eligible for the pupil premium will be supported to enhance aspirations.	<ul style="list-style-type: none"> • Children will have opportunities to experience a range of enrichment opportunities to enhance aspiration and raise expectations. • Signpost to courses, training and work placements • Family support and parenting training • All children will be given £50 worth of school uniform to ensure they are dressed appropriately for school in clothes that fit well and that are in good condition.
G	More able disadvantaged children will make the same levels of progress as not disadvantaged more able children- by July 2018.	<ul style="list-style-type: none"> • Quality first teaching and an inclusive approach will help reduce barriers to learning. • SPTO (School Pupil Tracker Online) to be kept up to date for all children • Children at risk of not making expected progress will be discussed at termly pupil progress meetings. Interventions will be carried out when needed (by HLTA/ PP teacher employed to support pupils across school). These will be reviewed and evaluated and changed if children are not making progress. • Senior Leaders, Family Support Worker, Teachers working in partnership with parents. • High expectations from all within school Attitude towards learning will be supported through our creative curriculum. • Daily snack to be funded to ensure pupils are well fed and energised,

		ready to learn.
H	All children who are eligible for the pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement.	<ul style="list-style-type: none"> • Children will experience residential trips and educational visits. • Children will be encouraged to participate in a range of extra-curricular activities and funding will be provided where needed. • Visits to towns, cities, music lessons, environmental experiences (the beach, forests etc) to be included in the curriculum.

5. Planned Expenditure					
Academic Year		2017-2018			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress in reading and writing will increase in all year groups.	Employed PP teacher for KS2 to work with PP children in small groups across all classes. HLTA to work with PP pupils in KS1, focused small group work and 1:1. Additional midday support (2 extra midday assistants to cover lunchtime duty)	We want to ensure targeted support is in place for all PP pupils across the school. Previous experience of this approach has evidenced that being taught in smaller groups enables pupils to receive increased feedback which research indicates has a positive impact on pupils' learning and progress. This is evidenced in our in school data. The additional midday	Monitoring through regular meetings between PP teacher / HLTA and class teachers. Termly pupil progress meetings and termly analysis of pupil assessment data.	C Harrison (HT) L Guy (HT/DHT) H Scott (Senior Teacher)	End Summer Term 2018

		assistant will ensure good behaviour and readiness to learn.			
The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress in writing will increase in all year groups.	Whole school approach to writing (following year long project with the Literacy Company) embedded. PP teacher to work with focused small groups to improve writing across Key Stage 2. HLTA to work with focused small groups to improve writing across Key Stage 1. Both supported by, and in parallel with the class teachers. All classes have a teaching assistant working alongside the class teacher to enable additional feedback and immediate intervention to take place where and when it is needed. This may be through follow up activities, review time or delivery of a structured	Evidence from assessment data and monitoring shows that the Writing Project which school undertook during the previous two academic years has had a significant, positive impact on progress and attainment in writing across the school, particularly with more vulnerable and low achieving pupils. This approach is now embedded. Previous experience within school indicates that a positive impact has been seen on pupil progress where the class teacher and teaching assistant have developed an effective working relationship.	Monitoring through learning walks, book scrutiny, scrutiny of planning, discussions with pupils and termly pupil progress meetings and analysis. Feedback from interventions.	C Harrison (HT) L Guy (HT/DHT/SENCO) H Scott (Senior Teacher)	On-going monitoring with a review of progress taking place termly and a review of impact taking place at the end of the curriculum year 2018.

	intervention.				
The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress in reading will increase in all year groups.	Whole school approach to reading will be embedded, as school embarks on a project to raise standards which will be supported by the Literacy Company. PP teacher to work with focused small groups to improve reading across Key Stage 2. HLTA to work with focused small groups to improve reading across Key Stage 1. Both supported by, and in parallel with the class teachers. All class teachers and TAs will have training to improve guided reading sessions.	Following the success of the writing project and the positive impact this has had on progress and attainment across the school, staff will now embark on a similar project to raise standards in reading. Previous experience within school indicates that a positive impact has been seen on pupil progress where the class teacher and teaching assistant have developed an effective working relationship.	Monitoring through learning walks, lesson observations, scrutiny of planning, discussions with pupils and termly pupil progress meetings and analysis. Moderation with Linda Neil from the Literacy Company. Feedback from interventions.	C Harrison (HT) L Guy (HT/DHT/SENCO) H Scott (Senior Teacher)	On-going monitoring with a review of progress taking place termly and a review of impact taking place at the end of the curriculum year 2018.
Total budgeted cost					39,500
ii. Targeted support					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All pupils eligible for the pupil premium with SEND will make at least expected progress in reading, writing and	Provide additional teaching provision for some children with SEN and TA support in every class to ensure	Additional teaching and learning opportunities from teachers and teaching assistants demonstrate a moderate impact,	Assessment before and following all interventions. Monitoring by class teachers who will have regular feedback from teaching	L Guy (DHT/SENCO)	On-going monitoring and review of interventions and support offered. At the end of each term, if concerns about progress

mathematics.	progress. Also, additional teaching assistant interventions, and one-to-one support in reading and writing with dyslexia specialist teacher.	particularly if planned to complement quality first teaching and when a structured, time-limited programme is used (Toe-by-Toe, Power of 2 etc) Evidence shows that a significant impact on progress is made by those who work with the dyslexia specialist teacher.	assistants and specialist dyslexia teacher. Pupil attainment and progress will be monitored termly.		are identified, provision will be reviewed.
Pupil Premium pupils in the Early Years will make the same rate of progress as other pupils in the class, and accelerated progress in Speaking and Understanding.	Early intervention targeting speech and language and understanding in Reception. S&L therapist to work alongside teaching assistant to ensure a programme for S&L is in place and regular assessment ensures progress. PP teaching assistant for KS1 will work with PP pupils in EY from the spring term onwards.	Rationale is based around data that proves a significant percentage of our EY disadvantaged pupils enter Reception below expectations in Speaking and Understanding. It is our experience that targeted approaches towards communication and language demonstrate a positive impact in the EY, sometimes more considerably on children from disadvantaged backgrounds.	Baseline assessment followed by regular assessments before and following interventions. Monitoring through learning walks, scrutiny of work and learning journeys and professional dialogue. Pupil progress meetings to monitor pupil progress and attainment. Regular meetings with S&L therapist.	C Harrison (HT) L Guy (HT/DHT/SENCO) K. Dutton (EY class teacher and Senior Teacher)	On-going monitoring of individual interventions, fully reviewed at the end of each term.
More able disadvantaged children will make the same levels of progress as not disadvantaged more	Employed PP teacher and HLTA for KS2 to work with PP children on a 1:1 basis. HLTA to work with PP	Evidence from the previous academic year shows that the KS1 model for supporting PP pupils has had a greater impact than	Monitoring through regular meetings between PP teacher / HLTA and class teachers. Termly pupil progress meetings and	C Harrison (HT) L Guy (HT/DHT) H Scott (Senior Teacher)	End Summer Term 2018

able children- by July 2017.	pupils in KS1, focused small group work and 1:1.	that employed in KS2. 1:1 support has enabled pupils to make accelerated progress in KS1 and therefore KS2 will follow a similar model.	termly analysis of pupil assessment data.		
Total budgeted cost					26,900
iii. Other approaches					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
The parental engagement of families will be increased through early intervention, close working with all agencies and additional in-school support.	Utilise our Family Support Worker in an outreach role in order to support families through early intervention by providing one-to-one and small group support and parenting advice. Offer therapeutic interventions, e.g. Play Therapy, which involves parents along with their children. FSW to maintain contact during school holidays to ensure continuity of support. £50 worth of school uniform to be provided for all PP children to support	Research has demonstrated that children make good progress in school when they are supported by an effective family network providing good quality parenting and ensuring that physical and emotional needs are met. Children who are not safe and settled in a nurturing environment are known to attain less well in school than their pers. Research shows that positive home school partnerships enhance the quality of learning for all.	Timetable of sessions and nurture groups. Evaluation and reviews with senior leaders/ Safeguarding lead and the FSW. Reviews with/ feedback from parents. My views completed with FSW.	L Guy (HT/DHT/SENCO) S Bain (FSW)	July 2018

	parents in providing physical needs of children.				
Families who are eligible for the pupil premium will be supported to enhance aspirations.	FSW signposting parents to training and supporting them with applications for jobs. FSW running courses such as 'healthy meals' and 'budgeting' to build parent confidence. FSW attending parents' evenings, being on the playground before and after school in order for parents to be able to approach her if there is a need.	Working effectively with parents enabling them to support their children's learning can be an effective way to raise aspirations in children and their parents. Parents who are engaged effectively in society are known to be more effective at raising aspirations and expectations with their own children, in turn enhancing progress and attainment.	My views completed with FSW. Children's attitude to learning monitored through learning walks and pupil voice discussions and through regular discussions with class teachers. Termly progress meetings and analysis of data.	L Guy (HT/DHT/SENCO) C Harrison (HT) S Bain (FSW)	On-going review of support offered.
All children who are eligible for the pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement.	Provide funding and encouragement for pupils eligible for pupil premium to attend residential visits, educational visits and to participate in enrichment activities at school, including music tuition and extra-curricular sports activities.	Evidence has shown that a lack of cultural capital can impact on capacity to learn and understand through lack of varied life experiences. Increasing opportunities to engage in and encouraging children and families to take part in a range of enrichment opportunities such as music tuition, trips and	Monitor engagement in activities and ensure funds are available for PP children. All school visits to be half the cost for children entitled to PP, private music tuition to be paid for by PP grant, extra-curricular clubs to be paid for or subsidised.	C Harrison (HT) L Guy (HT) D Rees (Bursar) S Bain (FSW)	On-going review of the impact of the initiatives implemented in school and a review of the uptake of extra-curricular activities/ music tuition etc.

		family activities, helps to close the gap in learning and attainment.			
Total budgeted cost					31,700

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/ approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress in reading and writing will increase in all year groups.	Employed PP teacher for KS2 to work with PP children in small groups across all classes. HLTA to work with PP pupils in KS1, focused small group work and 1:1. Additional midday support (2 extra midday assistants to cover lunchtime duty)			
The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress in writing will increase in all year groups.	Whole school approach to writing (following year long project with the Literacy Company) embedded. PP teacher to work with focused small groups			

	<p>to improve writing across Key Stage 2. HLTA to work with focused small groups to improve writing across Key Stage 1. Both supported by, and in parallel with the class teachers. All classes have a teaching assistant working alongside the class teacher to enable additional feedback and immediate intervention to take place where and when it is needed. This may be through follow up activities, review time or delivery of a structured intervention.</p>			
ii. Targeted support				
Desired outcome	Chosen action/ approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
All pupils eligible for the pupil premium with SEND will make at least expected progress in	Provide additional teaching provision for some children with SEN and TA			

<p>reading, writing and mathematics.</p>	<p>support in every class to ensure progress. Also, additional teaching assistant interventions, and one-to-one support in reading and writing with dyslexia specialist teacher.</p>			
<p>Pupil Premium pupils in the Early Years will make the same rate of progress as other pupils in the class, and accelerated progress in Speaking and Understanding.</p>	<p>Additional TA in Reception class. Early intervention targeting speech and language and understanding in Reception. S&L therapist to work alongside additional teaching assistant to ensure a programme for S&L is in place and regular assessment ensures progress. Additional teaching assistant also provides pupils with more opportunities to talk to an adult throughout the day.</p>			
<p>More able disadvantaged children</p>	<p>Employed PP teacher for KS2 to work with</p>			

will make the same levels of progress as not disadvantaged more able children- by July 2017.	PP children in small groups across all classes. HLTA to work with PP pupils in KS1, focused small group work and 1:1.			
iii. Other approaches				
Desired outcome	Chosen action/ approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
The parental engagement of families will be increased through early intervention, close working with all agencies and additional in-school support.	Utilise our Family Support Worker in an outreach role in order to support families through early intervention by providing one-to-one and small group support and parenting advice. Offer therapeutic interventions, e.g. Play Therapy, which involves parents along with their children. FSW to maintain contact during school holidays to ensure continuity of support. £50 worth of school uniform to be			

	provided for all PP children to support parents in providing physical needs of children.			
Families who are eligible for the pupil premium will be supported to enhance aspirations.	FSW signposting parents to training and supporting them with applications for jobs. FSW running courses such as 'healthy meals' and 'budgeting' to build parent confidence. FSW attending parents' evenings, being on the playground before and after school in order for parents to be able to approach her if there is a need.			
All children who are eligible for the pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement.	Provide funding and encouragement for pupils eligible for pupil premium to attend residential visits, educational visits and to participate in enrichment activities at school, including			

	music tuition and extra-curricular sports activities.			
--	---	--	--	--

7. Additional detail
<p>In this section you can annex or refer to additional information which you have used to support the sections above.</p>

