



Pupil premium strategy statement (primary)

1. Summary information					
School	The Lea Primary School & Nursery				
Academic Year	2019-20	Total PP budget	£30,360	Date of most recent PP Review	July 2019
Total number of pupils	Rec- y6	Number of pupils eligible for PP	23	Date for next internal review of this strategy	July 2020

2. Current attainment (July 2019)			
	<i>Pupils eligible for PP (The Lea)</i>	<i>Pupils not eligible for PP (The Lea)</i>	<i>National average</i>
% achieving in reading, writing and maths combined	100% (4 children)	96% (23 children)	65%
% achieving in Reading	100%	100%	73%
% achieving in Writing	100%	96%	78%
% achieving in Maths	100%	100%	79%
Progress score in reading			
Progress score in writing			
Progress score in maths			

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	PP children have historically low entry points into The Lea (in comparison to non PP) and in general are behind the expected standard. Children need to make accelerated progress in the 3 prime areas. These low starting points have also meant that often PP children have major gaps in their understanding of key basic facts/basic skills in the core subjects. These gaps often take a number of years to close.
B.	PP children exposure to high level vocabulary and opportunities to deepen understanding are often limited due to home experiences. As a result, speech and language is often a barrier in school to children making progress.

C.	Aspirations of children and role models for PP children are not as high typically as non-pp children and this can have an impact on their characteristics of effective learning (including their resilience towards tasks and positive learning behaviours) – in some year groups historically this has led to attainment gaps
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for PP pupils are more variable than school average. This impacts on consistent progress
E.	Circumstances in the home have an impact on the pupil's emotional wellbeing in school. Historically at the Lea, PP children are more likely to have to deal with challenging home circumstances. This is a barrier to progress.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To improve the attendance levels of PP children so that they are in line with non-pp children.	Attendance of PP children is in line with those of non-pp children
B.	To ensure that any attainment and progress gaps between PP and non-PP children are identified through rigorous monitoring. To ensure that actions are implemented to reduce these gaps over time and by the time children end their time at The Lea.	Any gaps that are identified from the previous end of year data analysis are reduced in size (meaning accelerated progress of PP children) Child outcomes at the end of school show pp children perform in line or better than national average
C.	To develop reflective and resilient learners through promoting wellbeing and positive mental health	PP children have access to any specific needs to support their wellbeing and mental health and develop their resilience.
D.	To improve Speech & Language skills in Early Years and in Key stage 1	Speech & Language skills are improved so that progress is in line with others.
E.	To ensure all children have a solid grasp and understanding of the core basic skills in order to make progress in key learning areas (handwriting, spelling, times tables).	PP children make accelerated progress where necessary so that gaps throughout the school are closing. Child outcomes at the end of school show pp children perform in line or better than national average

5. Planned expenditure					
Academic year	2019-20				
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?

E – developing basic skills	To ensure that all staff have access to a spelling and handwriting scheme which enables children to raise standards of handwriting and spelling across the school.	A poor or superficial understanding of core basic skills (handwriting, spelling and times tables) have been identified as a barrier to the learning of PP children (and non-pp). In order to address this, the school are making this a school improvement priority for 2019/20. There is an expectation that a scheme to support teachers with planning and delivery (alongside effective CPD) will raise standards in this area.	Staff training will be delivered by SLT and this will be a school improvement priority so will also be overseen by governing body.	Headteacher /writing and maths leads.	termly
B – closing attainment gap	All staff have access to high quality CPD where necessary to ensure consistently good or better quality first teaching.	High quality teaching is carefully linked to teachers pedagogical and subject knowledge. All teachers need regular CPD relevant to the their needs	An audit of staff needs/desires with regards to CPD will be conducted and from this using a range of sources CPD will be provided.	Headteacher	Termly
B – closing attainment gap	Teachers participate in lesson study style activity to raise standards of quality first teaching.	Lesson study has long been regarded as key element of teaching in successful areas like Singapore and Shanghai. Giving teachers the opportunity to watch teaching in a non-threatening and non-judgemental environment is key to developing teaching standards.	By linking lesson study into the SLT rolling cycle and into staff meetings teachers will all have the opportunity to observe lessons.	Headteacher and SLT	Half termly
B- closing attainment gap	Release time for class based SLT and core subject leads to participate in rigorous monitoring and pupil progress meetings related to PP children.	Evidence (EEF toolkit) put a heavy emphasis on successful outcomes being closely linked to the importance of identifying pupil needs and implementing actions to address these.	Pupil progress meetings led by SLT will link closely with class teachers and INCO team to ensure clear plans are put in place to address individual children’s needs to close any gaps which emerge.	Headteacher and SLT	Termly in line with assessment cycle

B & D closing attainment gap & speech and language	To provide a rich text based English curriculum for all children so that spoken language can be developed.	One of the identified issues with speech and language has been in relation to the lack of texts/stories that PP children have had access to at the home. In developing the schools writing curriculum it will be moving towards a text based approach meaning all children have access to a range of high quality engaging texts.	Writing lead and SLT will oversee as part of ongoing monitoring. Pupil voice and book monitoring will show impact alongside pupil progress meetings.	Writing lead	Termly in line with assessment cycle
C – mental health and well being.	To increase the opportunities for children to meet aspirational role models/successful people	There is a concern that PP children may have lower aspirations due to challenges faced at home and may not have access to hearing stories of success and inspiration. This will include a range of assemblies which include inspirational people (e.g. sporting internationals, authors, artists) and workshops.	Review with children (pupil voice)	KS2 lead	Termly
Total budgeted cost					£5,000
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?
D – speech and language in EYs	Dedicated Teaching Assistant time to support identified pupils.	We have the expertise in school from two Elklan qualified Teaching Assistants to provide targeted Speech & Language interventions.	Additional Teaching Assistant time for Early Years using PP budget. Speech and Language therapist will	EY/KS1 Team Leader	Termly in line with assessment cycle

A – raise levels of attendance	Office staff to monitor and follow up on absences and report to HT weekly.	Good attendance has high priority and children are aware of school target. Pupils need to be in school to make consistent progress. Attendance of PP pupils is improved when the barrier of payment for trips and clubs is withdrawn	Briefing for office staff to ensure importance of monitoring. Monitor attendance with focus on difference between trip/club days and others. Report to Governing Body on attendance.	Headteacher	Half-termly
C – promoting resilience and positive mental health	Teaching Assistants ‘meet and greet’ vulnerable pupils at start of the day and at key transition points during the day. INCO to co-ordinate this work	Evidence suggests that allowing pupils to off-load at the start of the day provides a stable starting point for learning, and progress can be sustained. The school has identified that transition points (e.g. post lunch) can often be difficult for PP children and have an impact on learning.	Organise timetable to ensure staff have adequate amount of time to prepare and implement sessions.	SENCO	Half termly
B - closing attainment gap	An additional teacher will be employed (on a 0.4 timetable) in order to support teaching and learning of specific children across upper key stage 2.	Evidence suggests that teachers have the greatest impact on child progress – utilising funding to provide additional teaching support meaning classes can effectively have a second teacher will have a huge impact on outcomes (this was achieved in the previous academic year.)	Ensure that the teacher is deployed where this is need based on pupil progress meetings.	Headteacher	Half termly
Total budgeted cost					£20,000
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?
For PP children to	School pays for uniform, trips, clubs, music lessons	School wants all pupils to be able to take part in both curricular and extra-curricular	Regular discussions between HT and staff to ensure that	Headteacher	Termly

have access to enrichment opportunities		opportunities without any financial disadvantage.	individual children are not disadvantaged.		
Total budgeted cost					£5,360
6. Review of expenditure					
Previous Academic Year			2018-19		
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	
B – attainment and progress of PP children C- promoting resilience	Release time for class based SLT and core subject leads to participate in rigorous monitoring and pupil progress meetings related to PP children.	Outcomes for PP children at end of school are exceptionally high and there is no in school gap at %children meeting ARE. This has also had a knock on impact to non-pp children with school attainment and progress being of a very high standard.	This will continue in the next academic year.	£15,000	
	All staff have access to high quality CPD where necessary to ensure consistently good or better quality first teaching.	Every member of teaching staff has had access to CPD relevant to needs. External reviews with the school improvement partner agreed that standards are consistently good or better across the school.	This will continue in the next academic year.		
	Teachers participate in lesson study style activity to raise standards of quality first teaching.	All teaching staff were able to participate in watching gallery/model lessons with a focus on writing and maths. This contributed to a raised standard of consistently good or better teaching.	Lesson study was difficult logistically to manage and the approach of delivering whole staff gallery lessons/model lessons was preferred and will be explored in the next academic year.		

	Resources to support mental health awareness and growth mindset are purchased and a mental health lead is trained.	Mental health lead is in place and deputy mental health lead. Additional resources for growth mindset were purchased (books, online resources and teaching resources).	Managing mental health is becoming an increasingly demanding role in school and more allocated time needs to be given to its leadership. Mental health and wellbeing will remain a school improvement priority for the next academic year.	
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
D – speech and language in EYs	Dedicated Teaching Assistant time to support identified pupils.	There are 9 children across early years and year 1 who have required additional speech and language support this year. All of these children have made progress from their starting points. Whilst attainment in y1 phonics screening was below national this year, attainment in y2 recheck was at 100% showing that over time the children who are behind do make	This is an essential element of the provision here at The Lea. Children who are behind in terms of oral language skills have provision which allows them to make rapid progress. This will continue in the next academic year. This also has had an impact on non-pp children in terms of group provision	£15,000
A – raise levels of attendance	Office staff to monitor and follow up on absences and report to HT weekly.	Attainment of pp children continues to be slightly behind non-pp with a large proportion of the persistent absentees coming from PP families. However the figures show an improvement from the same comparison at the end of 2017/18.	There needs to be a more focused targeting of specific families including the offer of free breakfast club to encourage the children to get into school. HT and office will communicate daily and daily communication with absentees will be made.	
C – promoting resilience and positive mental health	Teaching Assistants ‘meet and greet’ vulnerable pupils at start of the day and at key transition points during the day. SENCO to co-ordinate this work	Meet and greet was used for 7 children (4 pp) throughout the year and this had a huge impact on the wellbeing of those children. All children involved made good progress as a result.	Ensuring children are support staff work well together is an important element of this provision and it will continue in the next academic year.	

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
For PP children to have access to enrichment opportunities	School pays for uniform, trips, clubs, music lessons	All PP children had opportunity to access enrichment activities. Every PP child accessed an enrichment activity of some description – ranging from breakfast club, after school care, different sporting clubs and music lessons. All PP children were able to access educational visits, including all year 6 PP children attending their school	This will continue in the next academic year.	£8,280

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.