

Pupil premium strategy statement

Leverington Primary Academy

| 1. Summary information | | | | | |
|------------------------|-----------------------------|----------------------------------|--------|--|-----------|
| School | Leverington Primary Academy | | | | |
| Academic Year | 2019-20 | Total PP budget | £60720 | Date of most recent PP Review | Sept 2019 |
| Total number of pupils | 207 | Number of pupils eligible for PP | 41 | Date for next internal review of this strategy | Sept 2020 |

| 2. Current attainment | | |
|--|--|---|
| | <i>Pupils eligible for PP (LPA) 2019 (8)</i> | <i>Pupils not eligible for PP (LPA) 2019 (22)</i> |
| % achieving in reading, writing and maths | 50% | 77% |
| % working at the expected level in reading | 75% | 86% |
| % working at the expected level in writing | 75% | 91% |
| % working at the expected level in maths | 50% | 77% |

| 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. | Poor oral language and communication skills – links later to writing development and reasoning. | |
| B. | Home reading culture – lack of engagement. | |
| C. | Social and emotional difficulties – behaviour and readiness to learn. | |
| D. | Gaps in learning – these gaps widen if they are not addressed accordingly. | |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | |
| E. | Social/family problems impact on SEMH; readiness to learn and capacity to accept challenge. | |
| F. | Parental engagement and aspirations of some children and parents. Limited experiences for a majority of PP children. | |
| 4. Desired outcomes | | |
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Improve the oral language skills and communication skills for pupils eligible for PP in Reception class. | Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP reach age-related expectations. |

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| A. | Improve oral language skills and vocabulary development of children in KS1 and KS2. | Pupils eligible for PP in Years 1 to 6 will make increased progress in reading and writing so that all achieve age-related expectations. |
| B. | Improve the engagement of children in reading at home. | Pupils eligible for PP in Years R to 6 will make increased progress in reading and will be working at age-related expectations. |
| C/E. | SEMH issues will be addressed and therefore children will be more able to focus on learning. Improve outcomes in reading, writing and maths. | Boxall Profile to be used to assess and reflect progress made. Improved outcomes at KS1 and KS2. More children in EYFS will be working at a Good Level of Development by the end of the year. KS2 data will show progress gap is narrowed by the end of the academic year. |
| D. | PP children will have fewer gaps in their learning. | PP children to receive QFT and will have fewer gaps identified through the use of Arbor and termly assessments. They will make rapid progress. |
| F | Aspirations and resilience of children eligible for PP will improve. | Children are exposed to new experiences. Children can demonstrate resilience and therefore will make improved progress by the end of the academic year. |

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? |
|-----------------|---|---|--|---|--------------------------------------|
| A, B, D | <p>Accelerated Reader – benchmark and monitor/track progress</p> <p>Power of Reading</p> <p>Talk for Writing</p> <p>Powerful Words project</p> <p>Reading challenges</p> <p>£8500</p> | <p>Accelerated reader – EEF: For weaker readers, the approach appears to contribute towards catch-up, particularly before starting secondary school. The difference between AR pupils and non-AR pupils was 3 month's progress for non-PP and 5 month's progress for PP.</p> <p>Power of Reading – Texts are carefully chosen and showcase the very best of children's literature in order to engage pupils.</p> <p>Powerful Words project – Aims to reduce word poverty for disadvantaged pupils. Exposes them to Tier 2 and 3 vocabulary, supporting the development of this within writing. Receptive and expressive vocabulary is developed.</p> <p>National Literacy Trust – Using Mrs Wordsmith, overall vocabulary increased on average by 50% with the Narrative journey programme. In addition to increased vocabulary, more children felt that pictures helped them to remember new words better.</p> <p>Talk For Writing – develops oral language skills and communication before the writing process.</p> | <p>Staff training to ensure high quality approaches to teaching reading are introduced and are consistent across all year groups.</p> <p>Accelerated Reader team will train core group of staff, for this to then be rolled out in school.</p> <p>Teaching Assistants trained and supported to deliver appropriate interventions.</p> <p>English lead to monitor use and impact of Power of Reading within all classes.</p> <p>English lead/Deputy to attend Powerful Words project training and deliver this to all staff. She will be responsible for monitoring the delivery and impact in all classes.</p> | <p>HoS</p> <p>Deputy HoS/English Lead</p> | Half termly. |

| <p>A, D</p> | <p>Times Tables Rock Stars NumBots Purple Mash Early Bird maths Weekly arithmetic lessons</p> <p>£6000</p> | <p>Impact of all children being able to recall multiplication and division facts. This will support arithmetic skills and show improvement in recall of number facts.</p> <p>Overlearning and revisiting of prior knowledge allows children to grow in confidence. Early Bird maths pinpoints gaps in learning identified in termly assessment week. EEF – Mastering skills through repetition and overlearning can improve progress by up to 5 months.</p> | <p>Whole school maths policy to include daily Early Bird maths which addresses gaps in learning and revisiting of previously taught skills and concepts.</p> <p>Monitoring walks completed by Maths lead to ensure this is consistent.</p> <p>Pupil Progress data to show improvements are made in termly assessments.</p> | <p>HoS Maths lead</p> | <p>Half termly</p> |
|------------------------------------|--|---|--|---------------------------------------|--|
| <p>C, E, F</p> | <p>Daily Mile Structured lunchtime activities, supported by Y6 Sports Ambassadors.</p> <p>£3500</p> | <p>University of Aberdeen have published findings that sites a positive relationship between attainment and exercise in schools.</p> <p>The Daily Mile has benefits for children's physical health and wellbeing, mental health and wellbeing, and their learning. Global recommendations outline that children should be doing 60 minutes of physical activity every day so this contributes to that.</p> | <p>PE lead to monitor that Daily Mile is implemented consistently by lunchtime staff.</p> <p>PE lead to work with Y6 Sports Ambassadors to set up structured lunchtime physical activities.</p> | <p>HoS Deputy HoS PE lead</p> | <p>Half termly</p> |
| Total budgeted cost | | | | | <p>£18000</p> |
| <p>ii. Targeted support</p> | | | | | |
| <p>Desired outcome</p> | <p>Chosen action/approach</p> | <p>What is the evidence and rationale for this choice?</p> | <p>How will you ensure it is implemented well?</p> | <p>Staff lead</p> | <p>When will you review implementation?</p> |
| <p>A</p> | <p>Talk Boost – KS1 Time to Talk Weekly guided oracy sessions – linked to Powerful Words project</p> <p>£5500</p> | <p>Recommended, evidence based intervention proven to narrow the gap between 4-7 year olds with language delay.</p> <p>Time to Talk and weekly guided oracy – EEF states that pupils who participate in oral language interventions make approximately 5 months of additional progress over the year.</p> | <p>Staff trained in use of Talk Boost.</p> <p>Monitor delivery of Time to Talk intervention. Baseline and exit data collected and analysed.</p> <p>HoS and Deputy HoS to monitor weekly guided oracy sessions in Reception and Year 1.</p> | <p>HoS Deputy HoS SENDCO</p> | <p>Half termly End of delivery of intervention, e.g. 6 week block.</p> |

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| A, B, D | <p>Accelerated Reader</p> <p>Comprehension Bug – KS2</p> <p>Daily comprehension using SSIF project pack.</p> <p>Precision teaching</p> <p>£2000 to purchase AR and books, time to allocate books to scheme £150 subscription to Comprehension Bug</p> | <p>Accelerated reader – EEF: For weaker readers, the approach appears to contribute towards catch-up, particularly before starting secondary school. The difference between AR pupils and non-AR pupils was 3 month's progress for non-PP and 5 month's progress for PP.</p> <p>Reading comprehension strategies to be taught in small groups, then applied independently in the classroom. EEF states that up to 6 month's progress can be made with developing reading comprehension strategies.</p> | <p>Reading is main priority on SDP.</p> <p>Reading For Pleasure promoted throughout school.</p> <p>Baseline assessments and exit data to be collected and analysed.</p> | <p>HoS</p> <p>Deputy HoS</p> | <p>Half termly</p> |
| C, E, F | <p>Play Therapist to support identified children with SEMH needs. £35 per session £3780 per year</p> <p>ELSA trained TAs to deliver specific interventions to support individuals and small groups.</p> | <p>Specialised targeted support programme to address SEMH needs of individuals. Another head within the Fenland Hub recommended the service. Supports children and staff.</p> <p>EEF states that interventions for social and emotional learning have an identifiable and valuable impact on attitudes to learning and social relationships in school; they have an average overall impact of 4 month's additional progress.</p> | <p>Entry and exit data collated.</p> <p>Regular updates and reports to class teacher and senior leadership.</p> | <p>HoS</p> <p>SENDCO</p> | <p>Half termly</p> |
| Total budgeted cost | | | | | |
| 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? |
| A, B, D, F | Curriculum enhancement opportunities | Highly motivational and engaging for all pupils. All children will have a shared experience to base their learning upon. | Funded opportunities for 'Sensational Starters' and enrichment opportunities, e.g. school trips, visitors, residentials. Evidence in topic books and through pupil voice. | HoS Deputy HoS | Ongoing |
| B, D | Reading Club | Specific needs of individuals are identified and addressed. | Pupil voice before and after regular reading opportunities are provided. | | |

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| | Reading project (lowest 20%) | PP children invited to Reading Club. | HoS and/or Deputy to listen to children read on a weekly basis – focus on PP children and lowest 20%. | | |
| C, E, F | Contributions/subsidised trips | Allowing all children access to extra-curricular activities and trips in order to develop resilience, build confidence and collaborative skills, widen experiences and hopefully raise aspirations. | Feedback from pupils, parents and staff. | HoS Office to monitor attendance at after-school clubs | Half termly |
| Total budgeted cost | | | | | £20500 |

| 6. Review of expenditure | | | | |
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| Previous Academic Year | | 2018-2019 | | |
| 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 |
| A, B and D | 2Eskimo Power of Reading Talk for Writing embedded in all year groups | Improved comprehension strategies. High quality texts used in all year groups. Oral language improved due to use of Talk for Writing. Children became confident in use and understanding of vocabulary. Children have a wider range of vocabulary to draw upon to support with writing. | Power of Reading has raised standards within reading in the year groups where it was used. Focus on use of Power of Reading texts, strategies and teaching sequences, particularly in Year 6, to ensure children are fully equipped to tackle reading comprehension at the end of Key Stage 2. We will continue to use talk for Writing, particularly in the Early Years and KS1, to improve development of oral language acquisition and vocabulary to support writing. | As budget |
| A, B and D | Times Tables Rockstars Superhero times tables challenges Early Bird Maths work – focus on arithmetic | Overlearning and revisiting of prior learning through Early Bird maths has had a positive impact. Children do show increased accuracy and fluency in recalling key facts and understand the benefits of recapping prior learning. | This will continue in 2019-20. Early Bird maths will also draw upon what has been taught in previous academic years to ensure fluency. TTRS will help develop speed and fluency in preparation for Year 4 Multiplication Check, but also support reasoning throughout Key Stage 2 as they apply to different contexts. | |
| B, D and E | Captain R – learning behaviours, PSHE | | | |
| 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 |

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| A, B, D | Bug Club Comprehension Rapid Reading Precision teaching | Precision teaching worked effectively for identified individuals. Those children where phonics may not have worked made improved progress in sight reading. KS2 children enjoyed Bug Club comprehension and were able to apply skills taught within these guided sessions to independent learning in class. | Precision teaching introduced in EYFS. Continues to be used as an approach for identified individuals in Years 1 and 2. Positive impact seen, particularly on the low attainers. | |
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| 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 |
| All | <p>Family Learning Club/Homework Club</p> <p>Subsidised trips and curriculum enhancement</p> | <p>Initial uptake was good. Same families attended week on week – 1 PP family.</p> <p>Pupils in KS2 visited the Royal Opera House. Year 6 pupils participated in Young Voices at the O2. Whole school went to the pantomime at the Key Theatre. PP money used to subsidise places.</p> | <p>Links with parents are important – maybe need to invite specific families that you want to target.</p> <p>Children are benefitting in lots of ways through the activities offered.</p> <p>Aspirations week – carefully planned and structured week to be developed for July 2020. Governors to support and to improve parental engagement.</p> | |

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
 Our full strategy document can be found online at: www.aschool.sch.uk