

## Pupil premium strategy statement: Leedon Lower School 20-21

School overview	
Metric	Data
School name	Leedon Lower School
Pupils in school	338
Proportion of disadvantaged pupils	39 11.5%
Pupil premium allocation this academic year	£61, 455
Academic year or years covered by statement	2018-2021
Publish date	September 2020
Review date	July 2021
Statement authorised by	Click or tap here to enter text.
Pupil premium lead	Gemma O'Reilly
Governor lead	Vicky Garwood

Disadvantaged pupil performance overview for last academic year	
Measure	Score
Meeting expected reading standard at KS1	50% at ARU or higher.
Achieving high reading standard at KS1	25% at greater depth
Meeting expected writing standard at KS1	25% at ARU or higher
Achieving high writing standard at KS1	13% at greater depth
Meeting expected maths standard at KS1	50% at ARU or higher.
Achieving high maths standard at KS1	25% at greater depth
Measure	Score
Phonics screening check pass	60%
Measure	Score
EYFS Reading GLD	50%
EYFS Writing GLD	50%
EYFS Maths number GLD	50%
EYFS Maths shape, space, measure GLD	75%

<b>Teaching priorities for current academic year</b>		
<b>Aim</b>	<b>Target</b>	<b>Target date</b>
Progress in Reading	Achieve national average progress scores for reading.	July 2021
Progress in Writing	Achieve national average progress scores for writing.	July 2021
Progress in Mathematics	Achieve national average progress scores for maths.	July 2021
Phonics	Pass mark or above on the National Screening Check.	July 2021
Other	Children have improved language information giving and grammar and vocabulary scores according to the Renfrew Action Picture Tests.	July 2021
<b>Strategy aims for disadvantaged pupils</b>		
<b>Measure</b>	<b>Activity</b>	
Priority 1	Ensure that all staff are trained in both Talk for Reading and Talk for Writing teaching strategies.	
Priority 2	All staff are to be trained in the Metacognition of Learning and use taught strategies in classrooms.	
Priority 3	The tracking of pupil progress measures small steps of progress and is tracked effectively using Classroom Monitor.	
Barriers to learning these priorities address	Children's Literacy experience is guided by talk and vocabulary acquisition.	
Projected spending	£21,000	

<b>Targeted academic support for current academic year</b>	
<b>Measure</b>	<b>Activity</b>
Priority 1	Ensure disadvantaged children receive talk interventions such as Lift off to Language, Talking Partners and/or pre-tutoring lessons.
Priority 2	Parents and families are involved in writing targeted development plans for each child in receipt of Pupil Premium grant.
Barriers to learning these priorities address	Familial involvement is often lacking for those children receiving the PPG. Language acquisition and amount of known vocabulary is problematic for some children and means they're unable to access the curriculum.
Projected spending	£20,000

### Wider strategies for current academic year

Measure	Activity
Priority 1	PPG leader to have one day out of the classroom each week.
Priority 2	Parents and families will receive regular updates on the local offer for SEND, disadvantage, language and EAL support and emotional wellbeing and mental health. These will also be provided in families' first languages where appropriate.
Barriers to learning these priorities address	Lesson observations will show if lessons are pitched correctly and interventions are impacting on progress of disadvantaged children. Parental involvement is improved and all families feel valued and well informed.
Projected spending	£20,000

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring teachers are trained and that skills are implemented in classrooms.	New deputy headteacher will be responsible for monitoring as will the PPG lead who now has 1 day non-class-based time allocated. INSET days and twilights have been allocated for staff training.
Targeted support	Interventions are challenging to fit into the timetable effectively.	LSAs timetables, job descriptions and performance management documents have all been designed to assess the impact of intervention groups. Training is provided for LSAs and a monthly support meeting is scheduled between LSAs and Inclusion Team.
Wider strategies	Engaging the families in need of support.	Working alongside EMASS specialist to plan an EAL action plan and a multi-cultural curriculum. Specialism of our Learning Mentor who has excellent relationships with our families.

## Review: last year's aims and outcomes

Aim	Outcome
Role of Learning Support Assistants and their timetables are altered to allow for targeted support of groups of children.	Fortnightly meetings demonstrated increased confidence amongst LSAs. Intervention entry and exit data (those which were possible after Covid restrictions) showed progress in language acquisition.
Talk for Writing to be implemented throughout the whole school.	Covid lockdown and subsequent visitor restrictions meant that training and monitoring will be a priority for the start of autumn term 2020.
Minibus collections improve attendance of the most vulnerable.	Steady improvement in attendance data over the past three years. Persistent absenteeism has fallen from 9.8 in 16/17 to 6.0 in 18/19 although children receiving PPG had an absence rating of 6.5% compared to 3.4% of non-PPG.