



Ledbury Primary School

3 year Pupil Premium Strategy Plan 2019-2022

2020-21 update

SUMMARY INFORMATION

Pupil Premium Lead	Rachel Ussher	Pupil Premium Governor	
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CURRENT PUPIL INFORMATION 2019

Total number of pupils:	409	Total pupil premium budget:	£86,080
Number of pupils eligible for pupil premium:	100	Amount of pupil premium received per child:	£1,345 £2,345 (LAC)

PUPIL PREMIUM COHORT INFORMATION 2020 (100 CHILDREN AS OF NOVEMBER 2020)

CHARACTERISTICS	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	47	47%
Girls	53	53%
SEN support	32	32%
EHC plan	17	17%
EAL	3	3%

EYFS 2019

	Pupils eligible for PP (9)	All pupils (40)	National average	Data from previous 3 years		
				2015-16 (Y4) (PP/Sch/N) (6/56/)	2016-17 (Y3) (PP/Sch/N) (7/58/)	2017-18 (Y2) (PP/Sch/N) (7/55/)
Good level of development (GLD)	44%	76%	72%	50/70/69	71/66/71	57/73/72
Reading	44%	76%	77%	67/80/77	71/71/77	57/75/77
Writing	44%	83%	74%	50/75/73	71/69/73	57/76/74
Number	44%	83%	80%	67/80/79	71/74/79	71/80/80
Shape	44%	93%	82%	67/79/82	71/72/82	71/76/82

YEAR 1 PHONICS SCREENING CHECK 2019

Pupils eligible for PP (10)	All pupils (55)	National average	Data from previous 3 years		
			2015-16 (Y5) (PP/Sch/N) (6/60/)	2016-17 (Y4) (PP/Sch/N) (10/57/)	2017-18 (Y3) (PP/Sch/N) (11/59/)
70%	85%	82%	67/93/81	80/91/81	73/86/83

END OF KS1 2019

	Pupils eligible for PP (8)	Pupils not eligible for PP		Data from previous 3 years		
		School average (52)	National average	2015-16 (Y6) (PP/Sch/N) (10/61/)	2016-17 (Y5) (PP/Sch/N) (8/59/)	2017-18 (Y4) (PP/Sch/N) (8/54/)
% achieving expected standard or above in reading, writing and maths	25%	62%				
% achieving expected standard or above in reading	38%	69%	75%	60/87/74	63/76/76	88/83/75
% achieving expected standard or above in writing	25%	65%	69%	30/70/65	63/71/68	75/80/70
% achieving expected standard or above in maths	50%	79%	76%	50/80/73	75/85/75	88/85/76

END OF KS2 2019

	Pupils eligible for PP (18)	Pupils not eligible for PP		Data from previous 3 years		
		School average (52)	National average All (Non PP)	2015-16 (PP/Sch/N) (19/55/)	2016-17 (PP/Sch/N) (10/56/)	2017-18 (PP/Sch/N) (10/59/)
% achieving expected standard or above in reading, writing and maths	61%	81%	65% (71%)	21/34/53	44/61/61	60/87/64
% achieving expected standard or above in reading	72%	85%	73% (78%)	53/63/66	50/76/72	70/93/75
% achieving expected standard or above in writing	83%	93%	78% (83%)	32/55/74	63/80/76	60/87/78

END OF KS2 2019

% achieving expected standard or above in maths	83%	93%	79% (84%)	32/52/70	56/71/75	70/93/76
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KS2 Progress Measures (2019)

	Reading	Writing	Maths
All pupils	+3.2	+1.7	+4.6
PP	+2.2	+1.5	+4.9

OTHER DATA

Look at:	
Attendance data	2018-19- 14% of PP pupils below 90% (10 pupils) 1% below 80% (one pupil) 2019-20- 38% of PP pupils below 90% (30) 16% below 80% (13 pupils)
Behaviour data	12 pupils have 7 or more behaviour incident recorded (Sept-Feb) Of those, 50% are PP pupils. All exclusions for 2018-19 and 2019-20 were given to PP pupils.
Safeguarding referrals	3 out of 4 referrals were for PP children

*NB this data was significantly affected by Covid-19

LONG-TERM PLAN (3 YEAR TIMESCALE):

- 1. To ensure quality first teaching so that all children make good progress or better, and the lowest 20% catch up.**
Our results show that the gap is widest for our disadvantaged pupils in reading.
- 2. To target the lowest 20% of pupils, especially in reading and writing, so that they make excellent progress.**
Our data shows that, although the gap is closing, disadvantaged pupils and their families need further support to enable them to catch up.
- 3. To meet the wider needs of our children, by supporting promoting their emotional and physical wellbeing.**
We know that mental health issues are prevalent among our PP pupils and their families which can impact on all aspects of school life, including progress, attainment, attendance and behavior. Our attendance data shows that over half of all persistent absenteeism in our school is from disadvantaged pupils.

PRIORITY 1

£35,000

To ensure quality first teaching so that all children make good progress or better, and the bottom 20% catch up.

Objectives	Actions to be taken	Progress indicators	Success criteria
1. To use the Rosenshine Principles to research the most effective ways to ensure children remember more and make good progress or better.	➔ All staff to read Rosenshine Principles and carry out further individual research. ➔ Staff to work in collaborative groups to explore one of the four areas. ➔ SLT to lead the development of groups. ➔ All groups to present findings to each other.	Class data Observations	➔ Children make at least good progress ➔ Lowest 20% begin to catch up ➔ Lessons progress and meet the needs of all learners

2. To use all assessment and data to identify gaps in learning and ensure children begin to catch up.	➔ DHT is responsible for termly monitoring or summative data and also KS2 scaled score assessments ➔ Class teachers use data to inform their planning and identify any areas where intervention may be needed ➔ Daily feedback sheets are used to look for cohort and individual next steps so that every lesson meets the needs of all pupils	Observations / books / discussions with pupils	➔ Children make at least good progress ➔ Lowest 20% begin to catch up ➔ Lessons progress and meet the needs of all learners
3. To make sure reading is a priority throughout the school, developing a passion for reading and using a range of strategies so that there is an urgency of catch up.	➔ Leaders for reading develop key whole school strategies and monitor the progress throughout. ➔ Teachers understand the urgency of catch up and use carefully planned and regularly reviewed strategies to make this happen. Targeted children have termly action plans. ➔ To be creative, inspiring both children and families to develop a love for reading. A new library sparks curiosity and interest. ➔ YARC assessments offer an assessment tool for identifying skills gaps.	Reading data, observations of children Library data	➔ Children are self-motivated to read ➔ Reading data shows increased progress and attainment

PRIORITY 2

£20,000

To target the bottom 20% of pupils, especially in reading and writing, so that they make excellent progress.

Objectives	Actions to be taken	Progress indicators	Success criteria
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1. Continue to promote accelerated progress in maths by using the Numicon intervention programme and Funkey maths mentor system	➔ Children identified for the Numicon intervention programme ➔ Children identified for the Funkey maths mentor scheme (NB not during Covid)	Entry and exit data	➔ Improvement in baseline figures
2. To use a range of interventions to respond to individuals needs	➔ Daily assessment for learning ensures gaps are identified early and appropriate interventions are put in place. ➔ Action plans (eg for reading) are used to make clear plans for supporting and extending children's learning.	Class data Pupil progress meetings	➔ All children make at least good progress
3. To ensure all staff have excellent knowledge and skills required to enable all children to make at least good progress	➔ Whole staff training in numicon, reading, phonics ➔ Some staff undertake additional training in maths mastery which is disseminated ➔ Staff visit and observe colleagues in other schools	Class data Pupil progress meetings	➔ All children make at least good progress

PRIORITY 3

£60,000

To meet the wider needs of our children, by supporting promoting their emotional and physical wellbeing.

Objectives	Actions to be taken	Progress indicators	Success criteria
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1. To continue to develop links and provide support through our Well-being Manager	→ Well-being manager available daily for informal and more formal meetings. → Well-being manager runs a series of individual and group sessions, focussing on self-esteem and emotional well-being. → Well-being manager runs a series of sessions for parents	Pupil voice	→ Children are able to achieve their best
2. To provide additional well-being support where needed for individuals	→ Counselling session → Children work 1:1 and in small groups with the school dog → The Den nurture group → Lunchtime supervisor with responsibility for pupil well-being	Pupil voice	→ Children are able to achieve their best
3. To create an ethos of care so that all children have the support they need	→ School values, growth mindset work and positive behaviour ethos allows children to feel supported and safe → Regular training to update → Rights Respecting Schools Award supports	Pupil voice	→ Children are able to achieve their best

LAST YEARS AIMS AND OUTCOMES

2019-20

Objectives	Outcomes	Evidence
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1. To ensure quality first teaching so that all children make good progress or better, and the bottom 20% catch up.	Rosenshine work has sharpened practice in the classroom to ensure every opportunity is used to its fullest effect. The use of teachers' planners and whole class feedback has meant that ongoing formative assessment identifies gaps and children who need further support. KS2 data shows that our lower attaining group make excellent progress in maths (+7.7) and are in line in reading and writing (-1.0 and +0.1)*	KS2 data Teacher planners
2. To target the bottom 20% of pupils, especially in reading and writing, so that they make excellent progress.	Whole class feedback means that the children's' next steps are targeted directly. KS2 provisional data shows that FSM pupils are making good progress: Reading +2.2 Writing +1.5 Maths +4.9)*	KS2 data
3. To meet the wider needs of our children, by supporting promoting their emotional and physical wellbeing.	Covid-19 brought extra difficulties to our most vulnerable families. Our programme of support at this time was comprehensive and robust. Families in need were identified and a key member of staff allocated to check in at least weekly. Doorstep visits were made where needed, delivering vouchers, work and games. Teachers raised concerns promptly and no child was left without regular contact.	

*most recent official data 2019 due to covid-19