



## The Leys Primary and Nursery School

### The Leys Primary School Pupil Premium Strategy and Impact

Academic year: <b>2018 - 2019</b>	Date of most recent PP review: <b>June 2017</b>	PP budget 2018/19=£159,720  c/f 2017/18=£1,255  <b>Total PP Budget=£160,975</b>	Total number of pupils: 484 (Yrs R - 6) Number of pupils eligible for PP: 126
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Current Attainment	Pupils eligible for PP	Pupils not eligible for PP
% achieving and working towards EXS reading	76.5%	87.2%
% achieving GDs reading	16.5%	31.2%
% achieving and working towards EXS writing	69.6%	83.1%
% achieving GDs writing	7.1%	19.9%
% achieving and working towards EXS maths	70.5%	84.7%
% achieving GDs maths	10.7%	24.1%
% achieving and working towards EXS reading/writing/maths combined	65.0%	77.5%



### Barriers to future attainment

A	Attendance rates for pupils eligible for PPG are currently 94.9% which is slightly lower than % rate for pupils not eligible for the PPG. This reduces their school hours and affects their progress and attainment.
B	There is mobility in our school for the disadvantaged pupils. Of the 126 pupils we currently have on role, 7 of them have attended at least one or two schools previous to joining our school.

At the Leys Primary and Nursery School we have 4 main objectives to consider regarding how we spend the Pupil Premium budget.

**Objective 1:** To close the attainment gap between disadvantaged and non-disadvantaged children across the school.

**Objective 2:** To increase the attendance and punctuality of the most vulnerable children in the school in line with national average.

**Objective 3:** To ensure that a higher % of more able children (compared to 2017 - 2018) make more than expected progress.

**Objective 4:** To provide well-being support for vulnerable families and children across the school.

**Objective 5** - To provide enrichment activities to widen life experiences and raise aspiration.

#### **Key Objective 1: Teaching and learning**

To narrow the attainment gap between the disadvantaged and non-disadvantaged children. As a school we aim high in ensuring that pupils make good progress. However, historically levels of attainment are lower for FSM pupils (those eligible for free school meals) and Ever 6 pupils - this is also a national trend.



Through targeted interventions we are working to eliminate barriers to learning and progress. Many children start school with low attainment on entry and our aim is to ensure that they make accelerated progress in order to reach age related expectations + as they move through the school.

**This objective will be met by the following means:**

- 1) Providing small group tuition for Yr 6 children needing additional support as well as for other underperforming children in KS2.
- 2) Providing early intervention support in the early years to accelerate the progress that the children make with the communication and language development
- 3) Ensuring that the needs of the more able children are met across the school with various enrichment and mastery lessons and activities provided
- 4) We have employed 3 pupil premium mentors who will work with children across the school on a 1:1 basis or in small groups to support with their next steps, addressing their feedback and marking effectively, developing metacognitive skills and addressing gaps within children' knowledge for core skills.
- 5) In the EYFS a part time pupil premium teacher has been employed in the spring term to support the learning, progress and accelerate the attainment of the disadvantaged pupils through support in class and through individualised provision.

**Rational:** <https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit>

**Research carried out by the Sutton Trust (teaching and learning toolkit) shows that:**

- Early intervention - children make +5 months progress.
- Feedback and marking - children make +8 months progress.
- Metacognition and self-regulation - children make +8 months progress
- 1:1 tuition - children make +5 months progress



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- Phonics - children make +4 months progress
- Reducing class sizes - children make +3 months progress
- Extending school time - children make +2 months progress
- Mastery learning - children make +5 months

### Planned Expenditure

Date started from	Frequency of provision	Activity or intervention funded	Year Group	No of learners	Evidence of impact on progress / attainment <span style="background-color: yellow;">Yellow - autumn term</span> <span style="background-color: #90EE90;">Green - spring term</span> <span style="background-color: #ADD8E6;">Blue - summer term</span>
09/18	Each morning	Pupil Premium mentor-Working with small groups of children	2	9 pp chd	Book scrutiny for both Maths and English books showed very positive progress from the beginning of terms. End of autumn term data shows in Writing all pupils but one have made good progress. In Maths all pupils have made good progress. All pupils have made good progress and one pupils has made accelerated progress. <span style="background-color: #90EE90;">Spring term data shows that all pupils have made good progress in reading, 6 pupils are now at the expected standards and one pupil is working at greater depth. For writing all pupils have made expected progress, one pupils has made accelerated progress and two pupils are working at the expected standards in writing. For mathematics all but one pupil has made good progress and 3 pupils are now working at the expected standards.</span>
09/18	4 hours each week	Pupil Premium mentor works with pupils to develop their fine motors	1	12 pupils in Y1	<span style="background-color: yellow;">Reading- 11/12 pupils have made good progress with three pupils who have made accelerated progress.</span>



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		skills, phonics and reading knowledge.			<p>Writing- 8/12 pupils have made good progress, one pupil has made accelerated progress.</p> <p>Maths- 11/12 pupils have made good progress, one pupil has made accelerated progress.</p> <p>Reading- 11/12 pupils have made good progress, with 8 pupils working at the expected standards.</p> <p>Writing- 11/12 pupils have made good progress, with 6 pupils working at the expected standards.</p> <p>Maths- 12/12 pupils have made good progress, with 8 pupils working at the expected standards.</p>
09/18	4 hours each week	Pupil Premium teacher has worked with small groups of pupils to support their reading, maths and writing skills	2	17 pupils in Y2	<p>Reading- all targeted pupils have made good progress and seven pupils are now at expected levels. Writing- 12/17 pupils have made good progress, with one pupil who has made accelerated progress. 5/17 pupils are now at the expected level for writing.</p> <p>Maths- 14/17 pupils have made good progress, with one pupil who has made accelerated progress.</p> <p>Reading- all targeted but 2 pupils have made good progress and 9 pupils are now at expected standards with 2 pupils working at a greater standard.</p> <p>Writing- 15/17 pupils have made good progress, with 4 pupils are working at the expected standards for writing.</p> <p>Maths- 15/17 pupils have made good progress, and 7 pupils are now at expected standards with 1 pupil working at a greater standard.</p>
09/18	Each Morning	LKS2 Pupil Premium mentor to raise children's attainment through whole class, small group and 1:1 support	4	28 pp chd in Y4	<p>End of autumn term - Reading 24/26 have made good progress with 2 pupils who has made accelerated progress.</p> <p>Writing- 24/26 have made good progress with 3 pupils who have made accelerated progress. Maths- 21/26 have made good progress.</p>



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					<p>Reading 24/26 have made good progress with 2 pupils who have made accelerated progress.</p> <p>Reading 27/28 pupils have made good progress with 6 pupils who have made accelerated progress. 15 pupils are at expected standards and 5 working at greater standards.</p> <p>Writing 25/28 pupils have made good progress with 6 pupils who have made accelerated progress. 11 pupils are at expected standards and 6 working at greater standards.</p> <p>Maths 26/28 pupils have made good progress with 3 pupils who have made accelerated progress. 13 pupils are at expected standards and 6 working at greater standards.</p>
09/18	Each afternoon	LKS2 Pupil Premium mentor to raise children's attainment through whole class, small group and 1:1 support	3	17 pp in Y3	<p>Reading 12/14 have made good progress with 1 pupils who has made accelerated progress.</p> <p>Writing 11/14 have made good progress with 1 pupils who has made accelerated progress.</p> <p>Maths 10/14 have made good progress with 1 pupils who has made accelerated progress.</p> <p>Reading 15/17 pupils have made good progress. 10 pupils are at expected standards and 3 working at greater standards.</p> <p>Writing 15/17 pupils have made good progress.. 7 pupils are at expected standards and 1 working at greater standards.</p> <p>Maths 16/17 pupils have made good progress. 10 pupils are at expected standards and 3 working at greater standards.</p>
09/18	Each afternoon	UKS2 Pupil Premium mentor to raise children's	5	20 pp chd in Y5	<p><u>End of autumn term</u> -</p> <p>Reading 12/22 have made good progress.. Writing 13/22 have made good progress</p>



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		attainment through small group and 1:1 support			<p>Maths 9/22 have made good progress.</p> <p>Reading 17/20 pupils have made good progress with 1 pupils who have made accelerated progress. 10 pupils are at expected standards and 1 working at greater standards.</p> <p>Writing 19/20 pupils have made good progress with 3 pupils who have made accelerated progress. 10 pupils are at expected standards.</p> <p>Maths 19/20 pupils have made good progress with 2 pupils who have made accelerated progress. 9 pupils are at expected standards and 2 working at greater standards.</p>
09/18	Each Morning	UKS2 Pupil Premium mentor to raise children's attainment through small group and 1:1 support	6	22 pp chd in Y6	<p><u>End of autumn term -</u></p> <p>Reading all pupils have made good progress.. Writing 11/20 have made good progress with 1 pupils who has made accelerated progress.</p> <p>Maths 14/20 have made good progress with 1 pupils who has made accelerated progress.</p> <p>Reading 22/22 pupils have made good progress with 7 pupils who have made accelerated progress. 12 pupils are at expected standards and 5 working at greater standards.</p> <p>Writing 20/22 pupils have made good progress with 5 pupils who have made accelerated progress. 10 pupils are at expected standards 1 working at greater standards</p> <p>Maths 20/22 pupils have made good progress with 3 pupils who have made accelerated progress. 10 pupils are at expected standards and 2 working at greater standards.</p>



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06/11	1hr per week for 10 weeks	1:3 small group tuition	KS2 Y6	19	<p><u>End of autumn term</u> - 10 Yr 6 disadvantaged child is being tutored for either Reading or Maths. So far only had 6 tutoring sessions; pupils are reading questions more carefully, they feeling more confident about maths and are coping better with time restrictions. Further children will be identified and supported once current sessions for reading and maths tutoring are finished.</p> <p><u>End of Spring term</u>- Currently 19 pupils are being tutored, most pupils have continued with another tutoring round of 10 weeks. Most pupils have achieved or working towards their target grade for Reading and Maths. Teachers still feel this round of tutoring is needed to ensure they have the progress needed.</p>
09/18		Speech and Language Teaching Assistant	Whole School	3pp	<p><u>End of autumn term</u> - Pupil 1 has been receiving 1:1 support (15 mins 1x a week) on pronunciation difficulties - they can successfully make their target sounds and can blend them in words during sessions, this is less accurate during normal speech but when highlighted to them- they can self-correct.</p> <p>Pupil 2 in Reception has made phenomenal progress during her 1:1 sessions (15 mins 4x a week) - their vocabulary has increased hugely, and continues to do so, and they are using 2/3+ words in their speech, which is becoming clearer: these are their S&amp;L targets which they are almost securely achieving. This pupil is also responding to sign well and using sign to aid their communication.</p> <p>Pupil 3- made little progress due to other complex needs.</p>





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					<p>End of Spring term-Speaking &amp; Listening data across the school shows that gap is starting to diminish in Year 3 and 5. The gap in attainment is present in Year 1,2 and 4. Wholeschool data shows 50% of PP are working at the expected standards, whereas 65%. Provisions for Speaking and Listening take place in Key stage 1.</p> <p>Pupil 1 has been spending time in EYFS during his early years provisions. He is being encouraged to interact with other children although still struggles to do so. X has become a lot more confident speaking with familiar adults and now comments on things around him quite regularly to his teacher, although he often misses out key words when doing so.</p> <p>Pupil 2 has gone from 16-26 months Securing to 22-36 months Developing over this term. She is beginning to speak in 3 word sentences and is beginning to understand and use key concepts such as big, little, in and on. However this is something she is still finding challenging and still needs to work on building up this vocabulary. We have also been working on syllables in words. She is able to recognise words with 1 syllable and is beginning to recognise words with 2 but needs support with this and struggles with more than 2.</p>
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**Key Objective 2: Attendance and punctuality**

To work with vulnerable families and focus on reducing persistent absenteeism and secure overall attendance which remains at least in line with National Average.

**This objective will be met by the following means:**

- 1) 3 pupil premium mentors are employed who as part of their role monitors and encourages the attendance of children whose attendance is below the schools expected %. Pupil voice is gathered regarding children's attitudes towards attending school and this is monitored termly.
- 2) Pupils attendance is continuously monitored and the pupil wellbeing team meet twice every half term to monitor the attendance and punctuality of individuals and plan for further actions required.
- 3) The Pupil Premium coordinator works closely with families of children who persistently have below expected % of attendance to provide support and monitor the attendance closely.

**Rational:**

DfE 'Improving attendance at school states that "The evidence shows that children with poor attendance are unlikely to succeed academically and they are more likely not to be in education, employment or training (NEET) when they leave school." Also the following:

"There is a clear link between poor attendance at school and lower academic achievement."



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Planned Expenditure					
Date started from	Frequency of provision	Activity or intervention funded	Year Group	No of learners	Evidence of impact on progress / attainment
09/18	Full Time	UKS2 Pupil Premium mentor to support and improve the attendance and punctuality. Run a breakfast Club	5/6	53	<p><u>End of autumn term</u> - 8 pupils attend breakfast enabling all to significantly improve their attendance and punctuality. Most pupils now have no punctuality problems. Year 5 and 6 children have been monitored weekly for their attendance and punctuality this term by the Learning mentor.</p> <p>13 of the 21 children either have attendance which is 95% or above or have dramatically improved their attendance or punctuality during the last half term.</p> <p>We have 3 children who have reduced their percentage or not made any progress which has been due to either illness or exclusions. One child (JS - Year 5) is CLA and his punctuality has only improved slightly.</p> <p>The remaining children have maintained or are slightly progressing but not quite making 95%.</p> <p><u>End of spring term</u>-At the start of the academic year, 22 pupils were monitored for attendance and punctuality - due to mobility, this is now reduced down to 18.</p> <p>3 of the children have now achieved 95% or over with attendance and 12 over 90% attendance. These pupils have all made steady progress and are engaged in the reward scheme.</p>
09/18	Full time	LKS2 Pupil Premium mentor to support and	3/4	40	26 KS2 chn attend the club= LkS2 -11 chn and UKS2 15.



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		improve the attendance and punctuality. Run an after school KAT club.			<p>16 LKS2 pupils have been monitored this term for their attendance and at the end of autumn term 12 of them have made significant progress compared with last year summer term or this half term out of which 3 achieved more than 95%.</p> <p>End of spring term- 16 LKS2 have been monitored for their attendance and punctuality. In comparison with the last term, at the end of this term (as on 29/3/19), 8 children have shown good progress whereas 2 children have shown good improvement in attendance, not in punctuality though. Also, 4 children have achieved above 95%.</p> <p>38 Children attend The KAT club : KS1- 12 chn; LKS2- 11 chn and UKS2- 15chn</p>
09/18	Full time	KS1 Pupil Premium mentor to support and improve attendance and punctuality. Run an after school KAT club.	1/2	22	<p>11 children from KS1 have been monitored weekly for their attendance. 8 of these children have dramatically improved their attendance during the last half term (5 of which now have attendance of 95% or above)</p> <p>10 pupils attend homework/ICT club after school.</p> <p>End of spring term-12 pupils from KS1 have had their attendance monitored weekly (8 of which are in receipt of the PPG and 4 attend KAT Club)</p> <p>9 pupils have improved their attendance this half term, with 7 of them attending school every day!</p> <p>3 have failed to improve their attendance.</p> <p>38 Children attend The KAT club : KS1- 12 chn; LKS2- 11 chn and UKS2- 15chn</p>
09/18		End of term attendance and punctuality reward	Whole school		<p>End of the autumn term - 8 pupils from KS1, 9 pupils from LKS2 and 15 from KS2 have attended.</p> <p>End of the spring term- 9 pupils from KS1, 10 pupils from LKS2 and 11 from KS2 have attended.</p>



### **Key Objective 3: More Able Disadvantaged Pupils**

To ensure that the most able disadvantaged pupils are provided with enrichment activities within all areas of learning in order to increase progress rates in reading, writing and mathematics and to ensure that a higher proportion of pupils make more than expected progress and achieve greater depth .

#### **This objective will be met by the following means:**

- 1) The pupil premium lead will identify with class teachers the disadvantaged pupils who are the most able to have further enrichment activities across the curriculum.
- 2) The pupil premium lead will support teachers in core subjects to stretch and challenge the most able disadvantaged pupils and to work with groups of pupils in whole class lessons.

**Rational:** <https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit>

Research carried out by the Sutton Trust (teaching and learning toolkit) shows that:

- Mastery learning - children make +5 months

#### **Article 29:**

Education should develop each child's personality, talents and mental and physical abilities to their fullest potential (UN Convention on the Rights of the Child, 2001)

**National Curriculum 2014:** 'Teachers set high expectations for every pupil' and 'plan stretching work for pupils whose attainment is significantly above the expected standard' (Department for Education, 2013)



**Ofsted:**

Schools exist to help all young people fulfil their potential. They must identify and nurture the talents of their students, so they can go on to achieve the best that they can. To do this, schools must ensure that the education they provide challenges and encourages children at all levels (Sean Harford, Ofsted National Director of Schools, March 2015)

**Planned Expenditure**

Dates	Frequency of provision	Activity or intervention funded	Year Group	No of learners	Evidence of impact on progress / attainment
09/18	Supported during Core subjects	LKS2 Pupil Premium mentor to raise more able children's attainment	3/4	8	<p><u>End of autumn term</u> - In Year 3- 2/4 pupils and in Year 4- 4/6 who have Prior High Attainers are on track to achieve greater depth in Reading, Writing and Maths. Other pupils are being supported and targeted to achieve a higher standard in all in Reading, Writing and Maths combined.</p> <p>End of spring term- In Year 3 only 1 pupils is on track to achieve RWM combined at a greater standard, Other pupils are being supported in writing to ensure they are on track to achieve a greater standards for RWM combined. In Year 4- 4 pupils are on track to achieve RWM combined at a greater standard, Other 2 pupils are being supported in writing and reading to ensure they are on track to achieve a greater standards for RWM combined.</p>
09/18	Supported during Core subjects	UKS2 Pupil Premium mentor to raise more able children's attainment	5/6	10	<p><u>End of autumn term</u> - In Year 5 and 6- pupils are being supported and targeted to achieve a higher standard in all in Reading, Writing and Maths combined in tutoring, specialist provisions and after school clubs.</p>



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					End of spring term-In Year 5- 1 pupil is on track to achieve to achieve RWM combined at a greater standard, Other pupils are being supported to ensure they are on track to achieve a greater standards for RWM combined. In Year 6- pupils are being supported and targeted to achieve a higher standard in all in Reading, Writing and Maths combined in tutoring, specialist provisions and after school clubs.
09/18	Supported during Core subjects	KS1 Pupil Premium mentor to raise more able children's attainment	1/2	2	<u>End of autumn term</u> - all Prior High Attainers are on track to achieve greater depth in Reading, Writing and Maths in KS1 <u>End of spring term-</u> The prior high attainer in Year 1 is on track for RWM, in Year 2 the pupil is track to achieve the higher standard in Maths and Reading only.



#### **Key Objective 4: Pupil wellbeing**

To improve attendance and punctuality of the Pupil Premium group of children  
To overcome emotional/social barriers to learning including supporting transitions at home or in school  
To support pupil premium children and their families through multi-agency working  
To provide social skills intervention in context  
To work closely with vulnerable families and provide support on a day to day basis.

#### **This objective will be met by the following means:**

- 1) The school employs a full time Family Worker, who supports vulnerable families and the children in school. The Family worker is part of the safeguarding team.
- 2) We recognise that many of our vulnerable and pupil premium children require counselling during their primary years. We buy in this specialist service from Herts For Learning.
- 3) We want to hear about the children's feelings regarding their school experience and their self-esteem. All KS1 and KS2 children take part in an online survey called PASS (pupils attitudes to self and school) at the beginning and end of the academic year to see if their attitudes towards school and themselves have improved. Interventions are available to support children if required.

**Rational:** <https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit>

Research carried out by the Sutton Trust (teaching and learning toolkit) shows that:

Parental Involvement - children make +3 months progress

Social and emotional learning - children make +4 months progress

Behaviour Interventions - children make +4 months progress





Research evidence shows that education and health are closely linked. So promoting the health and wellbeing of pupils and students within schools has the potential to improve their educational outcomes and their health and wellbeing outcomes.

**Planned Expenditure**

Dates	Activity or intervention funded	Year Group	No of learners	Evidence of impact on progress / attainment
09/18	Family liason Worker	Whole school		<p><b>Children Looked After - Autumn Term = 3 pupils (PPG+)</b></p> <p><b>CP/CIN plan families/pupils - monitoring &amp; support, attending regular meetings, providing information &amp; writing reports.</b></p> <p><b>Autumn term</b></p> <ul style="list-style-type: none"> <li>• 3 pupils CP plan - (0 are PPG)</li> <li>• 2 pupils on CIN plans (1 is PPG) - all pupils on plans &amp; CLA are known to school health</li> <li>• 2 pupils are subject to Child &amp; Family Assessment by Children's Services (1 is PPG)</li> </ul> <p><b>Families/pupils with interventions from other agencies -Intensive Family Support Team; school health; health visitors; Family centre;</b></p>



				<p>PALMS; TYS; police etc. Monitoring &amp; support as when required. From making the initial referral (not always taken up), providing information &amp; feedback to the agency involved.</p> <p><b>Autumn term</b></p> <ul style="list-style-type: none"><li>• 11 pupils from 6 families supported by IFST &amp; have EHM in place (all except 1 pupil are PPG)</li><li>• 1 pupils supported by school health (not PPG)</li><li>• 0 currently supported by PALMS &amp; TYS -</li><li>• 2 pupils had planned intervention from PCSO's this term (both PPG)</li><li>• Y2 had Q&amp;A session with PCSO's re keeping themselves safe</li></ul> <p><u>Pupils/families with an Early Help Module (Families First Assessment)</u> - meet with family to get information to write assessment/ or supply information in support of the agency undertaking the assessment/ facilitate plans /liaise with other agencies involved as required. Attend regular meetings, update action plans &amp; facilitate &amp;</p>
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				<p>monitor these. Autumn term - 2 additional pupils from 1 family have EHM but not supported by IFST (both are PPG)</p> <p><u>Informal monitoring plans</u></p> <p>Autumn Term = 2 children from 2 families have informal TAF meetings to coordinate support (both PPG)</p> <p><u>Pupils potentially at risk</u> - monitoring &amp; support as required.</p> <p>Autumn Term = 18 pupils - (14 PPG)</p> <p><u>Transition pupils</u> identified for extra support with transitions but not supported through recognised external programmes -</p> <p>Autumn Term</p> <ul style="list-style-type: none"><li>• 8 pupils identified to work with external SESC transition worker commencing in January (1 PPG pupil)</li></ul>
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				<ul style="list-style-type: none"><li>• 13 further children identified for school based support during the summer term (6 are PPG &amp; 1 is PPG+)</li></ul> <p><b>Direct Pupil work</b> – Protective Behaviours, Anger Management, Mentoring, Personal Hygiene, Circle of Friends, Bereavement etc. - <b>Autumn Term</b> - 6 individual pupils (all PPG)</p> <p><b>Individual parent/family work/parent coaching</b> - <b>Autumn Term</b> -</p> <ul style="list-style-type: none"><li>• 19 parents met to provide advice /support (on at least 2 or more occasions) =30 children (24 are PPG)</li></ul> <p><b>Sign posting parents to externally provided workshops</b> Information sent home to target parents re courses =</p> <p><b>Autumn term</b> - 3 courses signposted to 9 parents - take up unknown</p>
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				<p><b>Attendance</b> - follow up meetings with parents -</p> <p><b>Autumn Term</b> - none</p> <p><b>Workshops/ parent groups</b> - (facilitated by/in school) i.e. ADHD/ASD parent group <b>Autumn Term</b> = none (potential parent information session re internet usage &amp; mental health identified for <b>Spring Term</b>)</p> <p><b>Social skills</b> - <b>Autumn Term</b> = none (Y5 work planned for <b>Spring Term</b>)</p> <p><b>SPRING TERM 2019</b></p> <p><b>Children Looked After</b> - <b>Spring Term</b> = 3 pupils (PPG+)</p> <p><b>CP/CIN plan families/pupils</b> - monitoring &amp; support, attending regular meetings, providing information &amp; writing reports.</p> <p><b>Spring term</b></p>
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				<ul style="list-style-type: none"><li>• 3 pupils CP plan - (0 are PPG)</li><li>• 2 pupils on CIN plans (1 is PPG) - all pupils on plans &amp; CLA are known to school health</li><li>• 4 pupils have been subject to Child &amp; Family Assessment by Children's Services (3 are PPG)</li></ul> <p><u>Families/pupils with interventions from other agencies</u> -Intensive Family Support Team; school health; health visitors; Family centre; PALMS; TYS; police etc. Monitoring &amp; support as when required. From making the initial referral (not always taken up), providing information &amp; feedback to the agency involved.</p> <p><b>Spring term</b></p> <ul style="list-style-type: none"><li>• 13 pupils from 7 families supported by IFST &amp; have EHM in place (all except 1 pupil are PPG)</li><li>• 1 pupils supported by school health (not PPG)</li><li>• 0 currently supported by PALMS &amp; TYS -</li></ul>
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				<ul style="list-style-type: none"><li>• 2 pupils had planned intervention from PCSO's this term (both PPG)</li><li>• Y4 had Q&amp;A session with PCSO's re keeping themselves safe</li></ul> <p><u>Pupils/families with an Early Help Module (Families First Assessment)</u> – meet with family to get information to write assessment/ or supply information in support of the agency undertaking the assessment/ facilitate plans /liaise with other agencies involved as required. Attend regular meeting, update action plans &amp; facilitate &amp; monitor these. Spring term - 3 additional pupils from 2 family have EHM but not supported by IFST (all 3 are PPG)</p> <p><u>Informal monitoring plans</u></p> <p>Spring Term = 3 children from 1 families have TAF meetings to coordinate support (not PPG)</p> <p><u>Pupils potentially at risk</u> – monitoring &amp; support as required.</p>
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				<p>Spring Term = 26 pupils - (19 PPG)</p> <p><u>Transition pupils</u> identified for extra support with transitions but not supported through recognised external programmes -</p> <p>Spring Term</p> <ul style="list-style-type: none"><li>• 10 pupils identified to work with external SESC transition worker commencing in January (3 PPG)</li><li>• 13 further children identified for school based support during the summer term (6 are PPG &amp; 1 is PPG+)</li></ul> <p><u>Direct Pupil work</u> - Protective Behaviours, Anger Management, Mentoring, Personal Hygiene, Circle of Friends, Bereavement etc. -</p> <p>Spring Term -</p> <p>6 individual pupils (all PPG)</p> <p><u>Individual parent/family work/parent coaching</u> -</p>
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				<p>Autumn Term -</p> <ul style="list-style-type: none"><li>15 parents met to provide advice /support (on at least 2 or more occasions) =24 children (18 are PPG)</li></ul> <p>Sign posting parents to externally provided workshops Information sent home to target parents re courses =</p> <p>Spring term - 2 courses signposted to 3 parents - take up unknown</p> <p>Attendance - follow up meetings with parents -</p> <p>Spring Term - 1 parent meeting</p> <p>Workshops/ parent groups - (facilitated by/in school) i.e. ADHD/ASD parent group</p> <p>Spring Term- coffee afternoon group scheduled &amp; advertised</p> <p>Social skills - Spring Term =</p>
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				<p>Y5 6 week intervention group Social skills/PB's - 8 children = 5 PPG</p> <p>Y3 6 week intervention group Social skills/PB's - 6 children = 2 PPG</p>
09/18	Counselling in Schools Service (outside agency)	KS2	12	<p><b>Counselling</b> Autumn Term</p> <ul style="list-style-type: none"><li>• 6 pupils have received weekly counselling sessions throughout the term</li><li>• 100% of sessions attended apart from Y6 residential week (50%)</li><li>• (3 pupils are PPG &amp; 1PPG+)</li></ul> <p>Spring Term <b>Counselling</b></p> <ul style="list-style-type: none"><li>• 6 pupils have received weekly counselling sessions throughout the term</li><li>• 100% attendance in sessions except for 3 pupils missed a weekly session due to snow closure</li><li>• (3 pupils are PPG &amp; 1PPG+)</li></ul>



### **Key Objective 5: Enrichment Activities**

To ensure equal access to enrichment activities within the curriculum.

To provide individual support.

To provide enhanced curriculum opportunities

### **This objective will be met by the following means:**

- 1) Subsidising the cost of the Year 6 residential trip so that all disadvantaged pupils have the opportunity to attend.
- 2) Subsidising the cost of the Year 4 overnight trip to Wymondley Wood so that all disadvantaged pupils have the opportunity to attend.
- 3) Subsidising the cost of the Year 4 weekly swimming lessons so that all disadvantaged pupils have the opportunity to attend.
- 4) All pupil premium children have the opportunity to attend an after school KAT club.
- 5) Ensuring that the needs of the more able children are met across the school with various enrichment and mastery lessons and activities provided.

### **Rational:**

When OFSTED make a judgement whether a school is good or outstanding they are looking to see if

“ Enrichment activities are varied and have a high take up across most groups of pupils.”

“It provides 'memorable experiences'. Ofsted's survey evidence indicates that when pupils remember 'exciting events', they recall the learning deeply as well. ”

### **Planned Expenditure**



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Dates	Activity or intervention funded	Year Group	No of learners	Evidence of impact on progress / attainment
Autumn term '18	Subsidising cost of residential trip (Manor Adventure)	Yr 6	18	18 of the 20 pupil premium children attended Manor Adventure in Nov '18 and have taken up the subsidising funding offer- £100 was subsidised off the total cost for each pupil.
Summer term '19	Subsidising cost of overnight trip to Wymondley Wood	Yr 4	26	Applicable in the Summer term
09/18	Subsidising cost of weekly swimming fees	Yr 4	26	Each year 4 (26) pupil premium receives a termly £10 subsidising funding offer from termly swimming costs.  Each year 4 (26) pupil premium receives a termly £10 subsidising funding offer from termly swimming costs
09/18	Running a weekly after school 'KAT' club available to all disadvantaged pupils.	Yrs 1 -6	60	End of autumn term- 40 Yr 1 - Yr 6 disadvantaged pupils attend the ICT club after school where they are supported with core curriculum skills using Reading Plus, Mathletics, Reading Eggs/Express, Purple Mash and software packages such as Powerpoint.  Since the spring term, we have renamed the club as 'KAT' club Kids-activities-Technology. We now include more fun activities for younger pupils as tend to complete homework at home. Also all pupils now receive a sandwich and drink in each session, this proved to be popular and has had a great impact on their concentration levels and wellbeing.
09/18	Subsidising voluntary contributions for school trips	Yrs R - 6		Each pupil premium receives a £10 subsidising funding offer from only one school trip throughout the school year.  Each pupil premium receives a £10 subsidising funding offer from only one school trip throughout the school year.



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