

Leamington Hastings Church of England Academy



Sowing the seeds of a lifelong love of learning in a caring Christian community.

Pupil Premium Strategy

September 2018 – July 2019

| Summary Information | | | | | |
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| Academic Year | 2018/19 | Total PP budget | £4, 940 | Date of most recent PP review | September 2018 |
| Total Number of Pupils | 39 (including Nursery) 31 (excluding Nursery) | Number of pupils eligible for PP | 3 | Date for next review of the strategy | July 2019 |

Current Attainment (Outcomes from 2017 / 18)

| | 2017/18 Pupils eligible for PP in school | 2017/18 Pupils not eligible for PP in school | 2017 / 18 All pupils in school | 2017 / 18 All pupils National Average |
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| % achieving GLD in Reception | 0 % | 73 % | 62 % | 72 % |
| % achieving expected standard in Year 1 phonics | 0 % | 92 % | 85 % | 82 % |
| % achieving expected standard + in reading at KS1 | No PP children in this year group in school | No PP children in this year group in school | 80 % | 75 % |
| % achieving expected standard + in writing at KS1 | No PP children in this year group in school | No PP children in this year group in school | 67 % | 70 % |
| % achieving expected standard + in maths at KS1 | No PP children in this year group in school | No PP children in this year group in school | 87 % | 76 % |
| % achieving expected standard + in reading, writing and maths combined KS1 | No PP children in this year group in school | No PP children in this year group in school | 67 % | % |

Review of Expenditure 2017/18

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| Total Number of Eligible Pupils | 4 | Total Pupil Premium Budget | £4860 |
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Key Areas of spend:

£500 ACE subscription to support improvements in attendance

£25.70 trips for children whose families couldn't afford them

£60 clubs for children whose families couldn't afford them

£345 - Extra sessions to help nursery child settle in

£360 – EIS support

£3,569.30 + Additional 1 to 1 teaching provided to three children by HoS and Executive Head

Evaluation

The strategies used enabled a nursery child to make greater rates of progress as they were attending sporadically before this, entering Nursery with a baseline of 16-26 months in all areas and leaving Nursery at 30-50 months in all areas. One reception child was below the expected level in reading, writing and maths. Although they did not get a GLoD, they did achieve the expected standard in reading and maths. One child has significant SEND needs but did have improved attendance and made small steps of progress. One child did not achieve expected in reading, writing or maths in reception but achieved the expected standard in year one in reading and maths, they did not pass the phonics test or achieve the expected standard in writing, although they did narrow the gap. ACE subscription improved attendance rates for three identified PPG children to enable them to reach attendance rates of 80%+. This continues to be a focus for this year.

Impact – April 2019

Attendance for identified children declined (one valid reason due to severely broken are with a hospital stay). Rather than ACE being used which had not maintained its previous impact, SM speaks with Mum of 3 PPG children regularly if attendance is starting to drop. Improved rates of attendance for Spring term. All children are making expected progress socially and are able to attend trips due to the use of funding. Extra Nursery sessions allowed a child's speech to improve dramatically. 3 PPG children attended dance club in the Autumn term. 1 PPG child attends sports club and cooking club weekly which has broadened their life experiences.

2018 / 19 Barriers to future attainment for current pupils eligible for PP

| In school barriers | |
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| A | Identified high level of SEND/EHCP. Nature of needs impacts on pupils' ability to focus on learning. |
| B | Social and emotional needs are a barrier to learning. |
| C | Oral language skills significantly lower than other pupils. |
| D | Progress of disadvantaged pupils in Maths for some children is lower than non-disadvantaged pupils due to inability to articulate their reasoning. |
| E | Some children have yet to develop appropriate listening skills for their age group |
| F | Children all have lower than expected reading / spelling / writing skills |
| External barriers | |
| G | Some pupils do not regularly read or engage with learning at home. |
| H | Social difficulties experienced by families including housing, finance, family issues and parental anxieties. |
| I | Persistent absence and poor punctuality is a barrier to learning. |
| J | Not attending Nursery before starting school, leading to a lower baseline. |

Pupil premium children 2018 / 19

| Area of spend | Focus <i>(Which barrier/s are being targeted)</i> | Total allocation |
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| Lego therapy training and resources | A, B, C, E | £150 |
| STS teacher visits fortnightly / staff training to meet additional needs / cover for staff to attend training and meetings with STS teacher / purchase of additional resources as suggested by STS | A, J | £700 |
| Support for eligible pupils to access uniform, after school provision, school trips, clubs, etc. | H | £450 |

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| Additional support to work on reasoning skills in maths (contribution) | D, J | £600 |
| Additional 1:1 support to hear children read regularly / increase phonics skills (contribution) | G, J | £500 |
| Target a family with persistent absence, leading to an ACE subscription if necessary | I | £0 |
| Sensory training provided by EIS (contribution) | B | £200 |
| Teaching of Phonics / SPaG skills to take place in small groups with intervention for those at risk of not passing test (contribution) | F, J | £2340 |

| Area of spend | Intended outcomes / Approach | Actions/Implementation | Impact December 2018 | Impact April 2019 | Impact July 2019 |
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| Lego therapy training and resources | <ul style="list-style-type: none"> To provide dedicated time and support to help build pupil's emotional development as part of a small group To improve the self-esteem, social skills and behaviour of identified pupils, leading to increased confidence and attainment in the classroom To improve learning behaviours | <ul style="list-style-type: none"> Arrange training for an identified member of staff and purchase resources required Identify target group and review progress half termly or sooner if required Purchase further resources needed to deliver the therapy throughout the year as needed | <ul style="list-style-type: none"> Training for 2 staff has taken place for both lego and duplo therapy. Clubs have started to be implemented, children are learning the roles allocated within the session. Child A is making process with improved learning behaviours although still lacks some confidence. Child B is making small steps of | <ul style="list-style-type: none"> Children's social skills are improving but work needs to continue to embed this, especially self-regulation skills. Child A has made a lot of progress with confidence and improved learning behaviours, including self regulation skills. Child B making small steps of progress and has improved learning behaviours Child C making small steps of progress but no | <ul style="list-style-type: none"> Child C has had targeted support and has made progress in this area, although work on self regulation needs to continue. Child A not has excellent learning behaviours and has improved social skills. Child B has an overlap with SEN but progress is being made. |

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| | | | <p>progress despite a lot of time off school this term (broken arm)</p> <ul style="list-style-type: none"> • Child C is making very little progress in learning behaviours, STS support to be sought next term. | <p>increase in learning behaviours since last term, has been assessed by STS in this area, another meeting to take place in June, child may then be added to the SEND register. Targeted intervention to take place from HoS between April and June.</p> | |
| <p>STS Teacher visits / purchase of additional resources as suggested by STS / staff training courses as suggested by STS / time out of classroom for teachers / Head of School to meet with STS services</p> | <ul style="list-style-type: none"> • One child has a range of complex needs that can inhibit their learning and progress • Significant support for staff to enable appropriate learning to be planned for vulnerable children, including time out of the classroom to work alongside specialists • Pupils are able to access the curriculum at the appropriate level according to their individual needs | <ul style="list-style-type: none"> • STS teacher to work with class teachers and SEN teaching assistants to plan appropriate curriculum and interventions • STS teacher to provide training to staff, who will then implement the appropriate strategies • School to purchase additional resources and training as suggested by STS to enable a curriculum | <ul style="list-style-type: none"> • Regular visits taking place from STS for child B (one per fortnight). Child has settled into KS1 with sensory diet being met although is still have unsettled periods. Child has 1:2 TAs, who have both attended training | <ul style="list-style-type: none"> • Child B making significant progress in this area. Regular sensory breaks are allowing the child to be included within whole class teaching alongside 1:2 TA. • Staff training is being implemented and making an impact with the children e.g. use of Clicker to enable | <ul style="list-style-type: none"> • Child B continues to make significant progress in this area (see annual review). Regular sensory breaks are allowing the child to be included within whole class teaching alongside 1:2 TA. • Staff training has been |

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| | | <p>to be provided to meet the individual child's needs</p> <ul style="list-style-type: none"> • Regular monitoring and review of individual learning plans with all staff involved in the child's education attending the meetings (cover will be required for staff to attend) | <p>specific to the child this term.</p> <ul style="list-style-type: none"> • STS observations and support for child C with interventions in place from Head of School. • TAs attended half termly meetings. | <p>sentence comprehension, the use of aided language displays</p> <ul style="list-style-type: none"> • Sensory equipment e.g. cushions, sensory break materials purchased for child B and C, sensory diet in place is allowing them to play a greater role in whole class teaching. • Staff attended regular meetings for child C, having an input into decisions and a clear understanding of next steps. | <p>delivered and is making an impact with the children e.g. use of Clicker to enable sentence comprehension, the use of aided language displays</p> <ul style="list-style-type: none"> • Sensory equipment e.g. cushions, sensory break materials purchased for child B and C, sensory diet in place is allowing them to play a greater role in whole class teaching. • Staff attended regular meetings for child C, having an input into decisions and a clear understanding of next steps. |
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| <p>Support for eligible pupils to access uniform, after school provision, school trips, clubs, etc.</p> | <ul style="list-style-type: none"> • Pupils are able to participate fully in all aspects of school life by removing some socioeconomic barriers which can impact on learning • Learning is supported by trips that are carefully planned to enhance the school's curriculum • Social skills are developed through participation in a range of clubs provided by the school • Talent, skills and efforts in non-academic subjects help to develop self-confidence • Personal qualities are developed through participation in group activities | <ul style="list-style-type: none"> • Discussions with pupils/parents to identify interests • Evaluate impact termly using pupil voice and data | <ul style="list-style-type: none"> • All school trips for all PPG children have been paid for, allowing them to take part in the curriculum, removing socioeconomic barriers. • Clubs attended by child C funded by the school – sports and cookery building social skills. • Child A and B attended dance club in the Autumn term, allowing them to take part in the life of the school. • Self confidence of all children has increased and all are happier to take part in group activities. • Child B has support at lunchtime to | <ul style="list-style-type: none"> • All school trips for all PPG children have been paid for, allowing them to take part in the curriculum, removing socioeconomic barriers. • Clubs attended by child C funded by the school – sports and cookery building social skills and broadening life experiences. • Child A and B have been unable to attend after school clubs due to travel but have attended lunchtime art club. • Self confidence of all children has increased and all are happier to take part in group activities. • Child B has support at | <ul style="list-style-type: none"> • All school trips for all PPG children have been paid for, allowing them to take part in the curriculum, removing socioeconomic barriers. • Clubs attended by child C funded by the school – sports and cookery building social skills and broadening life experiences. • Child A and B have been unable to attend after school clubs due to travel but have attended lunchtime art club. • Self confidence of all children has increased and all are |
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| | | | build social skills, will now instigate some elements of social play with other children. | lunchtime to build social skills, will now instigate some elements of social play with other children. | <p>happier to take part in group activities.</p> <ul style="list-style-type: none"> Child B has support at lunchtime to build social skills, will now instigate some elements of social play with other children and support for this will continue. |
| Additional support to work on reasoning skills in maths | <ul style="list-style-type: none"> To provide dedicated time and support to help build pupil's reasoning skills as part of a small group To improve the self-esteem, social skills and behaviour of identified pupils, leading to increased confidence and attainment in the classroom | <ul style="list-style-type: none"> Head of School to plan interventions to be delivered by TA twice weekly TA's timetables carefully planned – making best use of intervention time TA's to contribute to half termly provision review documents to provide evidence of outcomes and plan for next steps Termly pupil progress meetings to be held to address impact | <ul style="list-style-type: none"> Interventions taken place – child A reasoning is developing and is almost at ARE. Child C – gaps have been addressed to fill in knowledge not attained in Reception by Head of School. On track for WTS. Child B has 1:2 support in the | <ul style="list-style-type: none"> Interventions taken place – child A reasoning. Is working at ARE in maths but some evidence of GDS. Child C – support to work towards age related in maths, a lot of support has been needed in this area, currently on track for WTS. Child B has 1:2 support in the classroom daily, support allows | <ul style="list-style-type: none"> Interventions taken place – child A achieved ARE with some evidence of GDS. Child C achieved WTS with elements of EXS. Work on self regulation skills will enable this progress to take place. Child B has 1:2 support in the classroom daily, support allows the child to play |

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| | | | classroom daily, also including teaching with Reception in the area of Maths. | the child to play a greater role in the life of the classroom. | a greater role in the life of the classroom. |
| Additional 1:1 support to hear children read regularly / increase phonics skills | <ul style="list-style-type: none"> • Priority reading time for those pupils who are unable to read at home • To increase effectiveness of guided reading / reading opportunities, including the use of phonics • To improve oral language skills of identified pupils | <ul style="list-style-type: none"> • Timetable time for children to be heard read individually in addition to usual reading time • Training across the school to develop strategies used in guided reading sessions / how reading skills can be used throughout the curriculum | <ul style="list-style-type: none"> • Child A is now on track for ARE having received reading interventions. • Child B has reached the end of her current pack of word, a new pack to purchase has been recommended by STS. • Child C has received extra reading weekly and phonics interventions, he is reading phonetically decodable | <ul style="list-style-type: none"> • Child A has made substantial reading progress, working at the top end of ARE. • Child B has SEN, an individual reading program has been purchased on the advice of STS, allowing them to make progress, learning to read using sight words alongside phonic strategies. • Child C is still working towards the standard required but is closing the gap. Aim for ARE by the end of the key stage. | <ul style="list-style-type: none"> • Child A has made substantial reading progress, working at the top end of ARE. • Child B has SEN, an individual reading program has been purchased on the advice of STS, allowing them to make progress, learning to read using sight words alongside phonic strategies. • Child C is still working towards the standard |

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| | | | words more successfully. | | required but is closing the gap. Aim for ARE by the end of the key stage. Did pass yr1 phonics test. |
| Target a family with persistent absence, leading to an ACE subscription if necessary | <ul style="list-style-type: none"> To improve persistent absenteeism of target family | <ul style="list-style-type: none"> Identify target pupils and any barriers Attendance reported half termly to Head of School Attendance considered in pupil progress meetings Targets set with parents to improve attendance Consider use of external agencies where improvement is not satisfactory | <ul style="list-style-type: none"> External agency support showed some impact initially but this then tailed off. SM to now make regular contact with Mum if children are not in school. (Child A and B) | <ul style="list-style-type: none"> Most impact has been made by SM discussing absence with Mum regularly. Mum rings SM to discuss why the children might be off school, often SM advises that the children do not need to be kept at home and can be in school. Child A and B. (Child A and B) | <ul style="list-style-type: none"> SM has referred family to Family Intervention Service who are due to carry out a home visit to see how they can support the family in several different areas. (Child A and B) |
| Sensory training provided by EIS | <ul style="list-style-type: none"> To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom Improved learning behaviours and the ability to self-regulate | <ul style="list-style-type: none"> Bespoke training for all teachers and teaching assistants delivered by EIS Identified children to receive an individual sensory screening assessment by EIS Learning behaviours observed in children and discussed as part | <ul style="list-style-type: none"> Child B has had sensory equipment purchased to support them in the classroom. Meeting sensory needs means that they are ready | <ul style="list-style-type: none"> Child B and C have had sensory equipment purchased to support them in the classroom. Meeting sensory needs means that they are ready to learn in the | <ul style="list-style-type: none"> Child B and C have had sensory equipment purchased to support them in the classroom. Meeting sensory needs means that they are ready |

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| | <ul style="list-style-type: none"> Improved learning outcomes across the curriculum areas, including reading, writing and maths Develop strategies to help children within the classroom environment Improved emotional wellbeing and the ability to self-regulate emotions | <p>of pupil progress meetings at least termly</p> <ul style="list-style-type: none"> Each child identified to have their own box of sensory needs as identified by their individual EIS sensory screening | <p>to learn in the classroom environment.</p> <ul style="list-style-type: none"> Child B is increasing learning behaviours. Child C to be assessed by STS, not making progress in this area. Training from STS on sensory processing delivered to all staff, all staff now support children in school with sensory needs in an appropriate way. | <p>classroom environment.</p> <ul style="list-style-type: none"> Child B has increased learning behaviours. Support is in place to work on child C's learning behaviours, with increased support booked for June. | <p>to learn in the classroom environment.</p> <ul style="list-style-type: none"> Child B has increased learning behaviours. Support is in place to work on child C's learning behaviours, with increased support now in place, to be continued into next year. |
| <p>Teaching of Phonics / SPaG skills to take place in small groups with intervention for those at risk of not</p> | <ul style="list-style-type: none"> Children to be taught phonics / SPaG in single age year groups / phase identified for needs Small group support within phonics / SPaG lessons to improve | <ul style="list-style-type: none"> Head of School to teach one year group daily to enable each child to have smaller group teaching, leading to a more personalised teaching approach | <ul style="list-style-type: none"> All children in KS1 showing good levels of attainment in this area. Baseline year 2 – 5 / 7 children passed their phonics test in | <ul style="list-style-type: none"> All children in KS1 showing good levels of attainment in this area. 5 / 7 yr 2 expected to reach the EXS in SPaG | <ul style="list-style-type: none"> All children in KS1 showing good levels of attainment in this area. 5 / 7 yr 2 achieved EXS in SPaG |

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| <p>passing phonics test</p> | <p>skills in reading, spelling and writing</p> <ul style="list-style-type: none"> • Small group interventions planned for those at risk of not passing phonics test | <p>with more access to teacher time</p> <ul style="list-style-type: none"> • Phonics attainment addressed termly as part of pupil progress meetings • Head of School to plan catch up phonics sessions to target children at risk of not passing phonics test | <p>year 1, 4 / 7 children achieved the expected standard in reading and writing at the end of EYFS.</p> <ul style="list-style-type: none"> • 5 / 7 yr 2 expected to reach the EXS in SPaG • Baseline Yr 1 – 9/12 achieved expected level in reading at EYFS although 3 were reported to be low within this standard, 7/12 achieved the expected standard in writing at the end of EYFS. • 9 / 12 yr 1 expected to reach the EXS in phonics. • Child B experiences 1:2 phonics teaching at their | <ul style="list-style-type: none"> • 9 / 12 yr 1 expected to reach the EXS in phonics. • Child B experiences 1:2 phonics teaching at their own level due to SEN needs. • Small group intervention involving child A and B delivered twice weekly by a teacher. | <ul style="list-style-type: none"> • 10 / 12 yr 1 pass the year 1 phonics test. • Child B experiences 1:2 phonics teaching at their own level due to SEN needs. • Small group intervention involving child A and B delivered twice weekly by a teacher, both passed the phonics test. |
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| | | | <p>own level due to SEN needs.</p> <ul style="list-style-type: none">• Small group intervention involving child A and B delivered twice weekly by a teacher. | | |
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