

Leighterton Primary School

2018/19 Pupil Premium Report

Headteacher: Ms Meryl Hatfield

School URN: 115507

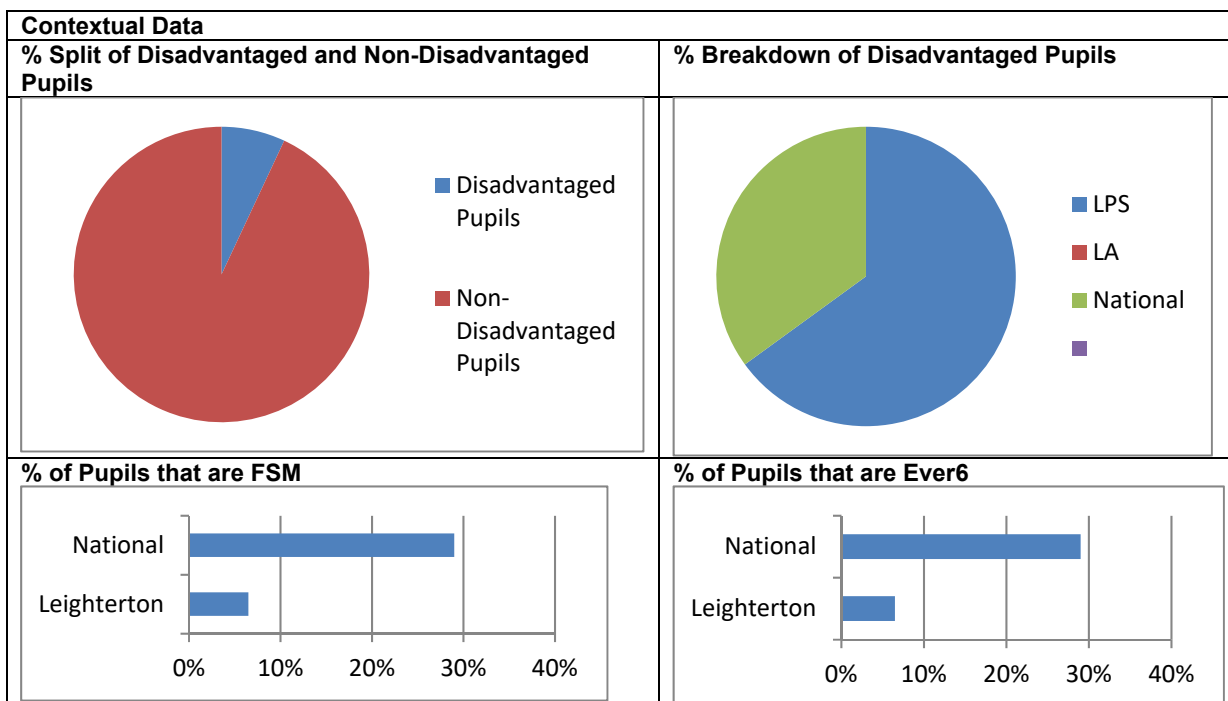


| 2018/19 Key Information | | | |
|---|----------------|--|----------------|
| Pupil Premium Leader | Meryl Hatfield | Date of last Pupil Premium Review: | April 2018 |
| Pupil Premium Link Governor | Tony Bugg | Date of next Pupil Premium Strategy Review | September 2019 |
| Is the Pupil Premium Statement on the LPS website | | Date of when the website was last updated | April 2018 |

| Pupil Premium Summary | Current Pupils | | Funding based on | | Difference |
|---------------------------|----------------|-----|------------------|-----|------------|
| Number of Ever6 Pupils | 5 | | 5 | | = |
| % of cohort and FSM level | 6.5% | Low | 5.95% | Low | -0.55% |

| Current Position By Year Group | | | | | | | | As at 14.3.2019 |
|--------------------------------|----------------|------------|--------------|------------|-----------------|------------------|--------------------|----------------------|
| | Number on Roll | FSM Pupils | Ever6 Pupils | CLA Pupils | Post CLA Pupils | Service Children | Total Disadvantage | Total % Disadvantage |
| Year R | 11 | | | | | | 0 | 0% |
| Year 1 | 8 | | | | | 1 | 1 | 12.5% |
| Year 2 | 13 | 1 | 1 | | | 1 | 3 | 23% |
| Year 3 | 10 | | | | | | 0 | 0% |
| Year 4 | 12 | | 1 | | | 2 | 3 | 25% |
| Year 5 | 13 | 1 | 1 | | 1 | 1 | 3 | 23% |
| Year 6 | 10 | | | | | 1 | 1 | 10% |
| Total | 77 | 2 | 3 | | 1 | 6 | 11 | 14.3% |

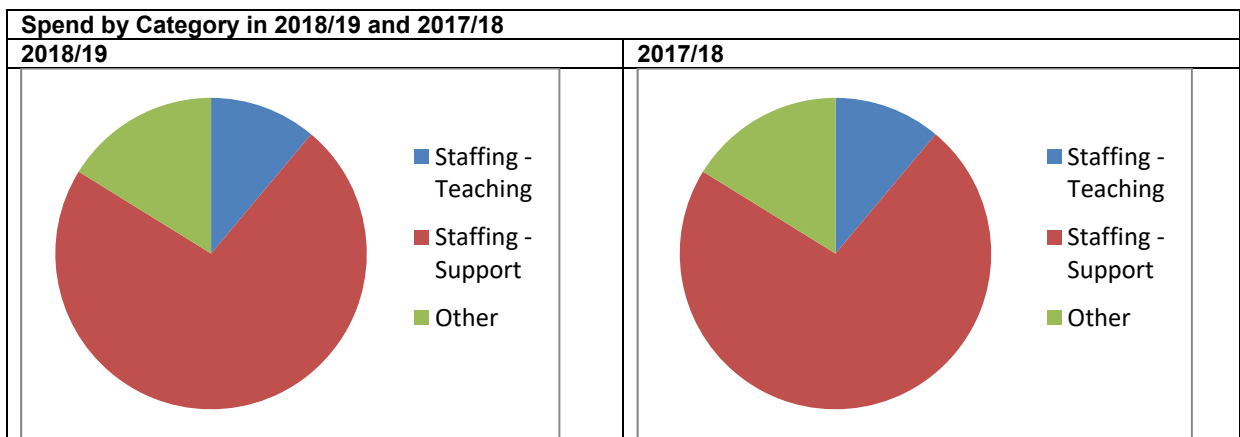
1 disadvantaged pupil is equivalent to 1.3%



| Historic Pupil Premium Funding Data | | | |
|--|--|---|----------------------|
| Year | Pupils eligible for the Pupil Premium | Eligible Pupils as a % of the cohort | Total Funding |
| 2018/19 | 11 | 14.3% | £8400 |
| 2017/18 | 12 | 14.5% | £17460 |
| 2016/17 | 15 | 16.5% | £18040 |

| 2018/19 and 2017/18 Identified Barriers to Learning | |
|--|---|
| Summary of Barriers to Learning | |
| A | Language skills are lower in PPG across the school. |
| B | Behaviour: having a readiness to learn with 'good behaviour for learning' in school |
| C | Written language skills are lower in PPG across the school. |
| D | Attendance amongst PPG is lower. |
| E | Confidence of PPG is lower. |
| | |
| | |

| 2018/19 and 2017/18 Financial Summary | | |
|--|----------------|----------------|
| | 2018/19 | 2017/18 |
| Total Pupil Premium Allocation | £8400 | £17460 |
| Total Pupil Premium Expenditure | £8549 | £17460 |
| Surplus/ Deficit | -£149 | = |



| Rates, Abbreviations and Terminology | |
|---|--|
| Pupil Premium Rates (Annually per Pupil) | |
| FSM | £1320 |
| Ever6 | £1320 |
| CLA | £1900 |
| Service Children | £300 |
| | |
| PPG/ Non PPG | Pupil Premium Grant |
| Ever6 | Pupils who have been in receipt of Free School Meals at any point in the last 6 years (for the 2017/18 year, this goes back to 2011) |
| FSM | Free School Meals |
| LA | Local Authority |
| Nat/ Nat Av | National/ National Average |
| NOR | Number on Roll |
| Disadv | Includes Pupils eligible FSM, Ever6 or are CLA |
| CLA | Children Looked After |
| | |

2018-19

| Identified Barrier to Learning | How we intend to overcome the barrier | Our measure of success | Impact | Budget | | | | | | | | | | | | |
|---|--|---|--|----------|-----|---------|---------|-----|-----|----------|-----|-----|-------|-----|-----|----------|
| Language skills are lower in PPG across the school. | Many PP children at Leighterton have limited life experiences. Opportunities to develop personal interests. | Increased participation in extra-curricular clubs over the year. Opportunities for upper KS2 children to take part in residential visit. PP children have opportunities to learn to play an instrument. | All children (PPG and non-PPG) have taken part in extra-curricular clubs. All upper KS2 children have taken part in residential visit. 86% of KS2 PPG learn an instrument | £1382.55 | | | | | | | | | | | | |
| Behaviour: having a readiness to learn with 'good behaviour for learning' in school | Additional TA hours have been allocated to provide further support to PPG pupils with a specific reading writing and mathematics focus and staff are trained for this. | Evidence of narrowing the gap. | Progress for PPG is greater than for non PPG <table border="1"> <thead> <tr> <th></th> <th>PPG</th> <th>Non PPG</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>2.7</td> <td>2.0</td> </tr> <tr> <td>Writing</td> <td>2.8</td> <td>1.6</td> </tr> <tr> <td>Maths</td> <td>0.5</td> <td>0.4</td> </tr> </tbody> </table> | | PPG | Non PPG | Reading | 2.7 | 2.0 | Writing | 2.8 | 1.6 | Maths | 0.5 | 0.4 | £2138.82 |
| | PPG | Non PPG | | | | | | | | | | | | | | |
| Reading | 2.7 | 2.0 | | | | | | | | | | | | | | |
| Writing | 2.8 | 1.6 | | | | | | | | | | | | | | |
| Maths | 0.5 | 0.4 | | | | | | | | | | | | | | |
| Written language skills are lower in PPG across the school. | Additional TA hours have been allocated to provide further support to PPG pupils with a specific reading writing and mathematics focus and staff are trained for this. | Evidence of narrowing the gap. | Progress for PPG is greater than for non PPG <table border="1"> <thead> <tr> <th></th> <th>PPG</th> <th>Non PPG</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>2.8</td> <td>1.6</td> </tr> </tbody> </table> | | PPG | Non PPG | Writing | 2.8 | 1.6 | £4277.64 | | | | | | |
| | PPG | Non PPG | | | | | | | | | | | | | | |
| Writing | 2.8 | 1.6 | | | | | | | | | | | | | | |
| Attendance amongst PPG is lower. | Ongoing communication with parents. Attendance certificates. | Attendance for PPG improves and is above 95%. | Overall the attendance of PPG has improved and is better than the attendance of non-PPG, including authorised and unauthorised absences. | £500 | | | | | | | | | | | | |
| Confidence of PPG is lower. | Provide school uniform and milk for FSM pupils | Confidence of PPG is built and there is equality of opportunity. | All children have similar opportunities. | £250 | | | | | | | | | | | | |

2019 - 20

| Identified Barrier to Learning | How we intend to overcome the barrier | Our measure of success | Impact | Budget |
|---|--|--|--------|--------|
| Language skills are lower in PPG across the school. | Many PP children at Leighterton have limited life experiences. Opportunities to develop personal interests. | Increased participation in extra-curricular clubs over the year. PPG participate in swimming lessons. PP children have opportunities to learn to play an instrument. | | |
| Behaviour: having a readiness to learn with 'good behaviour for learning' in school | Additional TA hours have been allocated to provide further support to PPG pupils with a specific reading writing and mathematics focus and staff are trained for this. | Evidence of narrowing the gap. | | |
| Written | Additional TA hours | Evidence of narrowing the gap. | | |

| | | | | |
|---|--|--|--|--|
| language skills are lower in PPG across the school. | have been allocated to provide further support to PPG pupils with a specific reading writing and mathematics focus and staff are trained for this. | | | |
| Attendance amongst PPG is lower. | Ongoing communication with parents. Attendance certificates. | Attendance for PPG improves and is above 95%. | | |
| Confidence of PPG is lower. | Provide school uniform and milk for FSM pupils | Confidence of PPG is built and there is equality of opportunity. | | |