

Pupil premium strategy statement

Leamore Primary School is an established and successful primary school, serving a loyal and caring community. The school has a community and citizenship driven ethos that is inclusive of all divisions of society including gender choice, faith, religion and ethnicity. Pupil mobility is less than the national average and the indication of deprivation is above the national average. The school is committed to ensuring that all children reach their full potential and is relentless in removing individual barriers to learning that exist either in school or in the home or community.

Pupil Premium is additional funding provided to schools for supporting children who are at a greater risk of under-achievement.

- We ensure that Quality First teaching and learning opportunities meet the needs of **all** pupils.
- We ensure that pupils belonging to vulnerable groups, including those from socially disadvantaged backgrounds, are adequately assessed and targeted provision including academic support is made to meet their needs.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged will be in receipt of free school meals. We therefore reserve the right to allocate the Pupil Premium funding to support any groups of pupils that the school deems to be socially disadvantaged.

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Leamore Primary School
Number of pupils in school (Y1-Y6)	110
Proportion (%) of pupil premium eligible pupils	53.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2021 2021-2022 2022-2023 2023-2024
Date this statement was published	11th December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Headteacher & Chair of Governors
Pupil premium lead	Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£158,595
Recovery premium funding allocation this academic year	£15,805
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£174,400

Part A: Pupil premium strategy plan

Statement of intent

At Leamore Primary School we are aiming for specific outcomes for Pupil Premium Funding:

- *Improving attendance to ensure PPG is in line with Non-PPG.*
- *Improving oracy skills from Early Years to Year 6.*
- *High quality individual support through the schools' local offer and professional, external support to ensure disadvantaged children who also have additional needs (SEND) have the right provision.*
- *Closing the attainment gap in reading, writing and mathematics between the school's PPG pupils and all pupils nationally.*
- *Increasing the engagement of parents with their children's education and with the school.*
- *Supporting parents to access services to enable them to better meet their child's needs.*
- *To develop an enhanced curriculum that reaches beyond the school setting.*

Having stated our Intent, key challenges and intended outcomes, we have invested in a range of actions and interventions to ensure our PPG provision is carefully planned in order to elicit improved outcomes for disadvantaged children and to narrow any attainment gaps between contrasting groups. With this in mind, activities and support are designed, after reflection, on our own practice . This has determined which types of intervention have been proven to have the most impact on children's progress and attainment.

Our various provisions for PPG children fall into one or more of the following categories:

- *Metacognition and Self-Regulation: KS1 & KS2 Mentoring, ELSA, Forest School.*
- *Reading Comprehension Strategies: Impact = Rapid Reading, Morning Boosters, Quality Questions (KS1 & KS2), 1000 Stories (EYFS).*
- *Collaborative Learning: School-Led Tutoring*
- *Arithmetic Focus: Third Space Learning (Fluent in Five - Mathematics).*
- *Enrichment programme - providing cultural capital to achieve well.*

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number		Detail of challenge
1		Raise standards in Reading, Writing and Maths ensure outcomes are at least in line with National Expectations.
1a		Pupils struggle with decoding texts using synthetic phonic strategies and need opportunities to practise skills in addition to the regular diet of the school day.
1b	2a	Pupils need real-life experiences and vocabulary to be built in order to develop their knowledge of language and give purpose to their writing.
2		To develop an enhanced curriculum that reaches beyond the school setting.
2a		Pupils struggling to be enthusiastic about learning - Barriers beyond school mean that many life experiences beyond the setting are lacking. Pupil's limited vocabulary impacts pupil's skills and development as a result.
2b	4c	High percentage of poor language and communication skills in Early Years. Pupils have difficulty expressing themselves orally.
3		Have a stronger focus on attendance so that it is at least in line with national.
3a		Increasing the engagement of parents with their children's education and with the school so that the importance of attendance and the impact of poor attendance is known.
3b		Clusters of PA from known families.
4		To improve the mental health and well-being of pupils
4a		Pupil's mental health and well-being needs are met through ELSA, Mentoring & Forest Schools.
4b		Negative life experiences - ranging from exposure to D.V to crime & substance abuse to extreme food poverty etc.
4c		Pupil's social and emotional needs hinder the development of academic resilience and progress. (PPG & LAC) Significant proportion of PPG pupils requiring support to meet communication, social and emotional needs exacerbated over the past 18 months.
4d		Negative life experiences - ranging from exposure to D.V to crime & substance abuse to extreme food poverty etc.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Standards in Reading, Writing and Maths will be raised at least in line with National Expectations.	-Internal data shows more pupils reaching the expected standard. -Boosters and Catch-up sessions are held.
Pupils will show increased enthusiasm for learning.	-Pupil voice shows a love of learning. -Internal data shows more pupils reaching the expected standard in broad curriculum subjects.
Pupils will be able to use rich vocabulary based on real-life, lived experiences when talking.	-An enhanced curriculum that reaches beyond the school setting is developed. -Educational visits and visitors will be used to enrich learning.
Have a stronger focus on attendance so that it is at least in line with national.	-Attendance is at least in line with expectation. -PA clusters / cases reduce.
The mental health and well-being of pupils will improve.	-Well-being at school award achieved. -Pupil voice shows improvements in mental health and wellbeing knowledge. -School-based schemes such as Forest Schools and ELSA are utilised.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £38,648

Activity	Evidence that supports this approach	Challenge number(s) addressed
- Additional teacher for Y6. - Additional support for Y6 & Y2. Both to support PP pupils.	- £17,156 Additional Y6 teacher ($\frac{1}{3}$) - Y6 - TA £12,224($\frac{1}{2}$) (RWM) - Y2 - TA £9,268 ($\frac{1}{2}$) (RWM)	1a, 1b

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £93,143

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deploy TA's, HLTAs and Learning Mentor to: - Target support for PP pupils with phonics/ reading in Year 1, 2, 3, 4, 5 and Year 6 - Target support for PP pupils with maths from Year 2 to Year 6. - Target support for PP pupils with writing in all year groups including Talk Boost. - Additional support for individual pupils/small groups across the school - Additional support for PP(SEN)	Y1 - TA 6,291 ($\frac{1}{2}$) (RW) Y1 - TA 5,956 ($\frac{1}{2}$) (RW) Y2 - TA £9,268 ($\frac{1}{2}$) (RWM) Y3 - HLTA 16,298 (RWM) ($\frac{2}{3}$) Y4 - TA £12,358 ($\frac{2}{3}$) (RWM) Y5 - TA £8,387 ($\frac{1}{2}$) (MW) Y6 - TA £12,224 ($\frac{1}{2}$) (MW) LM ($\frac{1}{2}$) £10,903(Additional Sup) LW £3000	1a, 1b
- Booster sessions for Y6 PP	Y6 Booster - CGP 22 Packs - £140	

pupils/homework support		1a, 1b
- Easter Booster (Y6)	Easter Booster 4 x Staff . - £648	1a, 1b
- Regular formative assessment to fine tune intervention.	£250 - Testbase £1041 NFER Assessments	1a, 1b
- ELSA	1 Member of Staff ($\frac{1}{3}$)- £6,179 ELSA Resources £200	4a

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 42,609

Activity	Evidence that supports this approach	Challenge number(s) addressed
- Provide enrichment experiences that lessen the gap between Pupil Premium and their peers.	£10,000 + £2000 [Music] (Enrichment Experiences) Enrichment opportunities for pupils provide them with memories and experiences that allow them to develop the vocabulary and working knowledge they need to support their learning. Without these opportunities, disadvantaged pupils are at increased risk of being unable to access learning as well as their peers. Additional enrichment has been secured for Music to help pupils access the full benefits and cultural capital of learning, performing and sharing musical experiences.	2a, 2b
- <i>Support visits/activities to ensure pupils access an increased variety of learning experiences</i>	£2,460 is total cost - Farms for city children (Y4,5 & 6) - 20 PP @ £123	
- Provide parents with practical ways in which they can support their children – through workshops	£500 - Parent Packs (Transition) £500 - RWM Workshops EYFS - Y6 £512 - TA to man library for PP pupils (2 x per week for 30 mins)	1a, 1b, 3a
- Additional resources for engaging pupils in their learning – creative curriculum in discovery time.	- Sewing / Textiles - Woodworking - Cooking - Basketball - Hairdressing £227 - $\frac{1}{2}$ hrly session x 7(3.5hrs) 5 TA x £13 (£65) £65 x 3.5	1a, 1b, 2a

	£150 - First Aid [HB]	
- Safeguarding lead to support the work of the EWO who can focus on PP pupils. - Introduce further incentives to encourage excellent punctuality and attendance. - Continue with awards for 100% attendance. Close working with families of most vulnerable pupils. - Conduct a home visit of any child who doesn't attend without medical evidence (daily). - EWO intervention in line with Local Authority guidance - Continue to offer free Breakfast Club sessions.	£2,496 EWO £7,967 DDSL (1/3) £1500 Certificates, vouchers, awards and badges. £10,140-PP Breakfast club attendees 52 children x 5 days = 1 week=260 x39 week £2,535 - Breakfast Club Staff 10 TAs pw x £6.50 (£65.00)x 39= (Playworker rate) £900 Half-Termly Privileges (£10 per PP child x 15 children in class x 6 ½ terms.)	3a, 3b, 4b, 4d
- Well-being at School Award	- £522	4
- Forest School	Forest School resources £200	4a

Total budgeted cost: £174,400

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the **2023 to 2024** academic year.

Intended outcome	Success criteria
Standards in Reading, Writing and Maths will be raised at least in line with National Expectations.	-Internal data shows more pupils reaching the expected standard. -Boosters and Catch-up sessions are held.

Reading Pupil Premium	Autumn 2		Spring 2		Summer 2		Notes
	GD	Exp +	GD	Exp +	GD	Exp +	
Y1 (9)		56%		56%		56%	
Y2 (15)	7%	60%	7%	47%	20%	67%	
Y3 (16)		50%		57%		44%	1 WT - new to school
Y4 (13)		31%		31%		31%	
Y5 (16)	6%	50%	7%	54%	8%	54%	
Y6 (18)	11%	50%	17%	61%	21%	68%	

Writing Pupil Premium	Autumn 2		Spring 2		Summer 2		Notes
	GD	EXP+	GD	Exp +	GD	Exp +	
Y1 (9)		33%		44%		56%	
Y2 (15)		60%		60%		60%	
Y3 (16)		25%		29%		31%	1 WT - new to school
Y4 (13)		23%		23%		23%	
Y5 (16)		19%		20%		23%	
Y6 (18)	6%	34%	6%	34%	5%	68%	

Maths Pupil Premium	Autumn 2		Spring 2		Summer 2		Notes
	GD	EXP+	GD	EXP+	GD	EXP+	
Y1 (9)		67%		67%		67% (7/9)	
Y2 (15)		60%		47%		60% (9/15)	
Y3 (16)		44%		50%		44% (7/16)	1 WT - new to school
Y4 (13)		31%		23%		31% (4/13)	
Y5 (16)		38%		40%		62% (8/13)	
Y6 (18)	17%	45%	22%	55%	26%	68% (13/19)	

Pupils will show increased enthusiasm for learning.

-Pupil voice shows a love of learning.
-Internal data shows more pupils reaching the expected standard in broad curriculum subjects.

Broad Curriculum Data Key Stage 2

	Year 3*			Year 4			Year 5			Year 6		
	<u>Aut 2</u> <u>GD/EXP</u> ±	<u>Spr 2</u> <u>GD/EXP</u> ±	<u>Sum 2</u> <u>GD/EXP</u> ±	<u>Aut 2</u> <u>GD/EXP+</u>	<u>Spr 2</u> <u>GD/EXP+</u>	<u>Sum 2</u> <u>GD/EXP+</u>	<u>Aut 2</u> <u>GD/EXP</u> ±	<u>Spr 2</u> <u>GD/EXP+</u>	<u>Sum 2</u> <u>GD/EXP</u> ±	<u>Aut 2</u> <u>GD/EXP</u> ±	<u>Spr 2</u> <u>GD/EXP</u> ±	<u>Sum 2</u> <u>GD/EXP</u> ±
Art	/81%	/79%	/69%	/46%	/46%	/46%	6%/62%	7%/67%	8%/70%	/71%	/72%	/79%
Computing	/81%	/79%	/75%	/62%	/62%	/62%	/69%	/73%	/69%	/47%	6%/67%	/63%
D&T	/81%	/86%	/81%	/62%	/62%	/62%	/69%	/73%	/69%			/69%
French	/69%	/71%	/69%	/69%	/69%	/69%	/56%	/60%	/54%	/59%		/63%
Geography	/75%	/79%	/75%	/46%	/46%	/46%	/69%	/73%	/62%	6%/71%		5%/73%
History	/81%	/79%	/75%	/46%	/46%	/46%	/63%	/67%	/63%	/59%		/63%
Music	/88%	/86%	/88%	/62%	/62%	/62%	/75%	/80%	/77%	/59%		/63%
PE	/94%	/94%	/88%	/54%	/77%	/77%	13%/76%	/73%	/77%	/59%	/72%	/74%
PSHE	/94%	/94%	/88%	/69%	/69%	/77%	/75%	/87%	/85%	12%/77%	10%/80%	11%/ 79%
RE	/75%	/79%	/75%	/54%	/54%	/54%	/69%	/73%	/62%	12%/71%		11%/ 74%

*New pupil premium children Summer 2 - well below in most broad curriculum areas.

Board Curriculum Data Key Stage 1

	Year 1			Year 2		
	<u>Aut 2</u> <u>GD/EXP+</u>	<u>Spr 2</u> <u>GD/EXP+</u>	<u>Sum 2</u> <u>GD/EXP+</u>	<u>Aut 2</u> <u>GD/EXP+</u>	<u>Spr 2</u> <u>GD/EXP+</u>	<u>Sum 2</u> <u>GD/EXP+</u>
Art	11%/78%	11%/78%	11%/78%	/80%	/80%	/80%
Computing	/44%	/44%	/56%	/80%	/73%	/73%
D&T	/67%	/67%	/67%	/80%	/80%	/80%
Geography	/33%	/67%	/78%	/73%	/73%	/73%
History	/44%	/44%	/56%	/73%	/73%	/73%
Music	/44%	/56%	/78%	/73%	/73%	/73%
PE	/44%	/78%	/78%	7%/100%	7%/100%	7%/100%
PSHE	/78%	/78%	/78%	/80%	/80%	/80%
RE	/67%	/67%	/67%	/73%	/73%	/73%

Pupils will be able to use rich vocabulary based on real-life, lived experiences when talking.

-An enhanced curriculum that reaches beyond the school setting is developed.
-Educational visits and visitors will be used to enrich learning.

Year 1

- The local parks
- Black Country Museum

R:

'I loved going to the Black Country Museum because we got to learn about the past. I loved the music shop because we got to listen to old music on the gramophone and the lady played the old song on the piano. We got to dance!'

H:

'We went to the Arboretum and looked at it's features. It had a duck pond and toilets...but Leamore park didn't!'

D:

'The trip was so fun. We went on a big red bus and watched a silent movie. It was so funny. The films in the past use to be black and white but they aren't not anymore.'

N:

'The Arboretum had loads more features than our park. It had loads of trees, a lake, lots of flowers and a band stand.'

Y2

The Great Fire of London

From A, M, E and C:

"We saw where Thomas Farriner's bakery used to be which was exciting!"

"We learnt about the past and present in the Tower of London and we went to Pudding Lane."

"In 1666 London had different houses. Now they are brick and really tall. They're not wooden anymore because of how the fire spread. London was really busy. Busier than Walsall and it was exciting. I loved seeing Big Ben and the crown jewels."

"We saw a painting of Samuel Pepys in the Tower of London. He wrote a diary and buried his cheese and wine to keep them safe."

Y4

Miss Holford:

I asked M about the process of mummification and I was impressed that he remembered so much

He said...

'mummification is for rich people. When pharaohs get mummified they have their brain and lungs taken out and put into canopic jars. They leave the heart in because it has to be weighed against the feather of truth and then they can go to Osiris. The people doing it wear a jackal mask for the god Anubis.'

Y5

Space Centre

It was amazing! I found out so much. I loved the planetarium when we travelled through the solar system and orbited Earth.' S

'My favourite part was seeing all of the space suits and equipment needed by astronauts. The different suits provide different protection. I would love to experience zero gravity.' E

Prison

I liked seeing how prisons have changed over the years and how the conditions are very different now compared to how they were. K

Being locked up was a real life experience! The cells were very small and cramped and I felt a bit claustrophobic when the door and shutter was closed. J

Vikings

I loved holding the weapons and wearing the armour - Vikings needed so much protection going into battle' F
My favourite part of the day was when we used the Viking alphabet and made runes to spell out our names T

Y6

Mr Dwyer spoke to K, S, and P about the trips and visitors.

Maya Archaeologist

All of the children asked said that they enjoyed Dr Dianne's visits especially as they had something they could physically keep after she had gone (Maya Calendar, Wishing Doll). They said, "That helps to remember it every time I come across it in my room." They also shared that, "Having an expert is better than you or Mr Ellison answering our questions because, no offence, but she's a real archaeologist - she's been to these places and made real discoveries." Another pupil added, "Yeah, there was stuff that she hadn't even planned to teach that we learned just by talking with her - like that the Maya still kind of exist today in parts of the Americas." Finally, P added, "It's the first time I've ever met an archaeologist." and K followed up, "Yeah, they wouldn't normally take time out of their day to come to a school so it's important to have visitors like her."

Liverpool Trip

Again, All of the children felt it was a valuable experience and each had their own reasons for this: S said, "It's better than just watching video clips because you get to get close to the real artefacts that were on the Titanic. Also, seeing the giant model of the ship really helped to understand the damage and how it started to sink." K added, "Also, there is one bit where the diaries of survivors is read out - that really helps you feel the feelings

after it happened from those who were there." P shared, "There were so many items to look at and, everywhere you turned, you learned something new like the majority of the iceberg is under the surface or the newspaper reports from the time weren't accurate or seeing the difference on the survivors from 1st and 3rd class - it was really good." I then asked why we couldn't just share this information in class and S shared, "The items they have are too precious and expensive for us to get in school - they aren't going to loan them out - they can't replace them." P said, "Well, there was other stuff like seeing the River Mersey - I didn't realise it was so big! And, seeing the actual museum and knowing it used to be used for shipping and stuff was cool. Also, seeing how high up the Titanic reached up the side - it was massive!"

Have a stronger focus on attendance so that it is at least in line with national.

-Attendance is at least in line with expectation.
-PA clusters / cases reduce.

Pupil Premium Average Years 1-6

Autumn Term - 90.34%
Spring Term - 91%
Summer Term - 91%

The mental health and well-being of pupils will improve.

-Well-being at school award initiated.
-Pupil voice shows improvements in mental health and wellbeing knowledge.
-School-based schemes such as Forest Schools and ELSA are utilised.

Pupil Views Autumn 2023

- The school gives us the right amount of knowledge we should know for year 6 and our SAT. This is a nice school because the teachers are really nice.
- I know if you do something good for the school or teachers or anyone that goes to learn more you get a certificate called a Well being award you get if you help people.
- If you don't tell a trusted adult about why your upset it might get worse. but if tell an trusted adult the problem will be sorted out straight away
- Teachers care about me and they care about me I also like the school
- Teachers would always try to make us happy when we are down or when we are upset or sad.
- Adults know how people are feeling if sad or happy because they have been through it before.

I know about the Wellbeing Award for Schools.

 Average score 4.3

In our school, we learn about how important it is to talk about our feelings and emotions.

 Average score 4.7

I believe I can make a difference if someone else is feeling worried or unhappy.

 Average score 4.4

My school really cares about me and how I am feeling.

 Average score 4.7

My school really cares about all its pupils and how they are feeling.

 Average score 4.6

If needed, I would feel comfortable talking about how I am feeling at school.

 Average score 4.1

My teachers know when I am feeling worried or unhappy.

 Average score 4.5

I am able to get help at school when I am feeling worried or unhappy.

 Average score 4.6

The school really cares about what I think and listens to what I have to say.

 Average score 4.6

Pupil View Spring 2024

- because if anyone got hurt or sad or dont know what to do there are your mom or dad or teachers or the dinner ladys to tell or you can use toot toot so that you dont need to be scared.
- some staff members from school can say to me "are you o,k?" and i say "yes i am thank you for asking!!"
- if you have a problem that you want to talk about, you could talk to a trusted adult or your friends, if you don't want to say face to face, you could text it or you could go on toot toot.
- i know how to help, because i always say you need to be brave and believe in your self because you matter and no one should be upset because every one matters
- my school cares about me and everyone i know that because they give us free lunch free toast and bagels and they give us trips to wonderful places for a topic or to barmouth because it is the last day before we go on holiday for the next year group. i also know they care about me because they give us certificates and if it is our birthday week they give us a birthday pencil and a birthday sticker and we all really appreciate that because it is like u are everyone's family at school.i also appreciate that u give us cookie and milkshakes if we win the attendance
- Staff are willing to hear what the problem is when you are feeling down no matter who you are or what the problem is.

Pupil View Summer 2024

I know about the Wellbeing Award for Schools.

 Average score 4.5

In our school, we learn about how important it is to talk about our feelings and emotions.

 Average score 4.5

I believe I can make a difference if someone else is feeling worried or unhappy.

 Average score 4.2

My school really cares about me and how I am feeling.

 Average score 4.5

My school really cares about all its pupils and how they are feeling.

 Average score 4.6

If needed, I would feel comfortable talking about how I am feeling at school.

 Average score 3.8

My teachers know when I am feeling worried or unhappy.

G Average score 4.5

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the **2022 to 2023** academic year.

Intended outcome				Success criteria			
Standards in Reading, Writing and Maths will be raised at least in line with National Expectations.				-Internal data shows more pupils reaching the expected standard. -Boosters and Catch-up sessions are held.			

Reading Pupil Premium	Autumn 2		Spring 2		Summer 2		Notes
	GD	Exp +	GD	Exp +	GD	Exp +	
Y1 (13)	0%	46%	8%	70%	7%	67%	
Y2 (17)	0%	44%	0%	50%	0%	56%	MM (PA)
Y3 (12)	0%	33%	0%	25%	0%	25%	PP child left
Y4 (15)	7%	54%	7%	54%	6%	56%	CM
Y5 (18)	11%	50%	12%	56%	13%	51%	
Y6 (22)	9%	50%	9%	45%	33%	66%	GDS
Y6 % excluding SEN (15)	(13%)	(66%)	(13%)	(60%)	(50%)	(93%)	

Writing Pupil P	Autumn 2		Spring 2		Summer 2		Notes
	GD	EXP+	GD	Exp +	GD	Exp +	
Y1 (13)	0%	38%	0%	54%	0%	60%	
Y2 (17)	0%	12%	0%	31%	0%	31%	MM (PA)
Y3 (12)	0%	33%	0%	27%	0%	27%	PP child left
Y4 (15)	0%	47%	0%	40%	0%	44%	CM (PA)
Y5 (18)	6%	37%	6%	37%	6%	37%	

Y6 (22) Y6 % excluding SEN (15)	5% (7%)	41% (54%)			14% (21%)	66% (92%)	
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Maths Pupil Premium	Autumn 2		Spring 2		Summer 2		Notes
	GD	EXP+	GD	EXP+	GD	EXP+	
Y1 (13)	0%	46%	0%	54%	0%	60%	
Y2 (17)	0%	44%	0%	44%	0%	44%	MM (PA)
Y3 (12)	0%	42%	8%	25%	0%	36%	PP child left
Y4 (15)	0%	53%	0%	47%	0%	44%	CM (PA)
Y5 (18)	11%	43%	12%	50%	19%	57%	
Y6 (22) Y6 % excluding SEN (15)	5% (7%)	55% (74%)	5% (7%)	60% (74%)	10% (14%)	72% (85%)	

Pupils will show increased enthusiasm for learning.

-Pupil voice shows a love of learning.
-Internal data shows more pupils reaching the expected standard in broad curriculum subjects.

Children in Year 6 have shown excitement to be back in class learning after Christmas. Unexpectedly, some children even cheered when assessment week started as they, "Can't wait to show what I have learned this half term."

Y3 Pupils shared in pupil voice from Spring 1 (2023) :

- Being in school is my favourite.
- I love when I work with my friends on hard maths problems.
- English makes your brain smarter.
- Science is my favourite because we do different materials.
- Maths is really fun and I'm good at it. I love counting money and working with numbers.
- I like learning new things and having to put effort into it.

Y4 Pupils shared in pupil voice from Spring 2 (2023)

- HB- looking at artists has made me a better artist myself. I really enjoy looking at Van Gogh
- HRY- I am so happy that I am getting better at maths. Being a Rock Hero too has helped me so much. I Love Maths.

Reception Pupil Voice from Spring 2 (2023)

- "I love writing, my brain is growing really big"
- "If i know this number bond 5+5 is 10 then my learning is massive"

Pupil Voice for Summer 2 (2023)

AB- "I really enjoyed being able to see how the Ancient Egyptians wrapped up mummies. I would want to explore when I am older too"

MW- "I really enjoy maths now, I get to partition and I now feel like I can do more with this and now I'm excited"

SP- "I actually really like the way we are learning. By focusing on the things we don't know in small bursts, it's helping me to learn more, quicker"

Year 3 - I think that it is fun, I enjoy it a lot. I love learning new things that I haven't learnt before. I am really looking forward to learning about the Stone Age this year and I love learning about the olden times when stuff happened that we didn't know about.

Year 3 - My favourite subject is maths because I like working with numbers and being challenged

DK- "I like school because I write sentences. I do reading words."

CC- "I like all of it, because I got to write and read. I loved PE."

NK- "I like reading because it makes me calm. I like phonics and learning a new sound."

AY- "Literacy because I like Literacy because I learn."

Board Curriculum Data Key Stage 2

	Year 3			Year 4			Year 5			Year 6		
	<u>Aut 2</u> <u>GD/EXP</u>	<u>Spr 2</u> <u>GD/EXP</u>	<u>Sum 2</u> <u>GD/EXP</u>	<u>Aut 2</u> <u>GD/EXP</u>	<u>Spr 2</u> <u>GD/EXP</u>	<u>Sum 2</u> <u>GD/EXP</u>	<u>Aut 2</u> <u>GD/EXP</u>	<u>Spr 2</u> <u>GD/EXP</u>	<u>Sum 2</u> <u>GD/EXP</u>	<u>Aut 2</u> <u>GD/EXP</u>	<u>Spr 2</u> <u>GD/EXP</u>	<u>Sum 2</u> <u>GD/EXP</u>
Art	0%/58%	0%/58%	0%/55%	0%/67%	0%/60%	3%/77%	0%/50%	0%/50%	0%/50%	5%/46%	5%/46%	6%/55%
Computing	0%/75%	0%/75%	0%/73%	0%/73%	0%/87%	0%/77%	0%/69%	0%/69%	0%/69%			0%/61%
D&T	0%/67%	0%/67%	0%/64%	0%/73%	0%/67%	0%/77%	0%/69%	0%/69%	0%/69%	0%/45%	0%/45%	0%/61%
French	0%/42%	0%/42%	0%/82%	0%/60%	0%/53%	0%/67%	0%/50%	0%/50%	0%/50%	5%/50%	5%/50%	3%/52%
Geography	0%/58%	0%/58%	0%/55%	0%/67%		0%/80%	6%/68%	6%/68%	6%/63%			0%/61%
History	0%/58%	0%/58%	0%/55%	0%/67%	0%/60%	0%/67%	0%/56%	0%/56%	0%/56%	5%/55%	5%/55%	3%/65%
Music	0%/50%	0%/50%	0%/55%	0%/80%	0%/73%	0%/83%	0%/69%	0%/69%	0%/69%	0%/59%	0%/59%	0%/65%
PE	0%/75%	0%/75%	0%/82%	20%/60%	13%/73%	7%/73%	0%/69%	0%/69%	0%/69%	5%/60%	5%/60%	6%/68%
PSHE	0%/58%	0%/58%	0%/64%	0%/73%	0%/76%	0%/77%	0%/62%	0%/69%	0%/69%			3%/74%
RE	0%/58%	0%/58%	0%/55%	0%/72%	0%/67%	0%/73%	0%/62%	0%/69%	0%/69%			0%/77%

Year 4 - One child on roll but not been in school.

Board Curriculum Data Key Stage 1

	Year 1			Year 2		
	<u>Aut 2</u> <u>GD/EX</u> <u>P</u>	<u>Spr 2</u> <u>GD/EX</u> <u>P</u>	<u>Sum 2</u> <u>GD/EX</u> <u>P</u>	<u>Aut 2</u> <u>GD/EX</u> <u>P</u>	<u>Spr 2</u> <u>GD/EX</u> <u>P</u>	<u>Sum 2</u> <u>GD/EX</u> <u>P</u>

Art	0%/77%	0%/77%	0%/73%	0%/81%	0%/81%	0%/81%
Computing	0%/62%	0%/67%	0%/67%	0%/81%	0%/81%	0%/81%
D&T	0%/69%	0%/73%	0%/67%	0%/75%	0%/81%	0%/81%
French	N/A	N/A	N/A	N/A	N/A	N/A
Geography	0%/54%	0%/69%	0/67%	0%/75%	0%/75%	0%/75%
History	0%/62%	0%/69%	0%/67%	0%/81%	0%/81%	0%/81%
Music	0%/62%	0%/69%	0%/67%	0%/88%	0%/88%	0%/88%
PE	0%/77%	0%/94%	7%/87%	0%/88%	0%/88%	0%/94%
PSHE	0%/69%	0%/73%	0%/73%	0%/94%	0%/94%	0%/94%
RE	0%/62%	0%/69%	0%/67%	0%/75%	0%/75%	0%/75%

Pupils will be able to use rich vocabulary based on real-life, lived experiences when talking.	-An enhanced curriculum that reaches beyond the school setting is developed. -Educational visits and visitors will be used to enrich learning.
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Year 1 visited Tamworth Castle and, on return shared, "I loved it so much, seeing the castle and all the old things like the armour. The dungeon was my favourite! It was dark and cold there." & "I really liked going to Tamworth castle because you know King James actually slept there, we didn't see his bedroom but we saw where he had his dinner. Can we go there again to learn more about the olden days?" The class teacher has shared that the understanding of the pupils was vastly enhanced by the contextual learning e.g. an appreciation of the size difference between the rooms in a castle and a standard house and could use the vocabulary to explain this learning.

Year 5 pupils visited Shrewsbury Prison and experienced time in the cells to see how prisoners felt. Pupils shared experiences such as, ‘It was really claustrophobic as the cell was so small. If I was in there alone I would have felt very homesick and panicked.’

As a result of the experience, they recognised social aspects such as ‘Years ago human rights were not thought about. If crimes were committed the punishments were severe and unfair,’ & ‘Today we have equality in our society. Our justice system is more fair. In the Middle Ages, people were killed for small crimes. Today we feel the death penalty is inhumane’

Children in Y6 have had Dr Diane Davies visit school, the premier Maya archaeologist in the country. The children shared, “It’s amazing that she is the only Maya expert in the country and we get to work with her! She shared so much stuff and it was all interesting - especially the Pok-ta-Pok.” & “I liked trying to figure out what each of the artefacts was for. I got some right but some were just strange! It helped us to understand how life was different.”

Y2 Pupils visited the Tower of London Spring 1 (2023) and shared the following in pupil voice following the visit:

- It was exciting and amazing. My favourite bit was going inside the tower and learning about the boy in the window who watched the fire go up.
- I didn’t realise just how big London was - the buildings and how long it takes to get to the middle.
- I loved London because it was fun learning about where the Great Fire of London happened. My favourite part was seeing Pudding Lane.

- I loved seeing where the fire happened.

Challenging Education Report Feedback

"Actions to improve the personal development and aspirations of pupils, and of parents for their children, continue to enhance the curriculum. A range of clubs and related curricular opportunities to explore aspirational careers and vocational skills have been implemented including 'Discovery Time' to explore new talents and interests. Further opportunities are planned to extend these clubs, engage with outreach projects and to maximise the local environment. Pupil voice, documented in the SEF/SDP and during class visits indicates that as well as enjoying these activities pupils understand that participation helps them to develop skills for the future"

Y4 Blists Hill

- KVS- From going on the trip, I now know how the Victorians lived and that they had a nodding donkey to make candles.
- TJH- Going to Blists Hill has been the best trip I have ever been on. I got to see so many things that I would not usually see.

Reception growing experience

- The caterpillars were so tiny now they have grown and grown and into the cocoon"
- "When they come out of the canon after a long sleep they will be beautiful butterfly"

Rainforest Trip

KS - The sloth was elusive, it was trying to hide and only some of us got to see it.

EC - The enormous banana plant towered over us all it, it was amazing!

Anthony - The scaly Caimen crocodiles were camouflaging into the rocks.

Seaside Trip

I thought it was pretty fun going to the beach. It was such a sunny day and it was my first time going to the beach. I loved getting to splash in the water as I have never done this before. I also loved walking spotting everything that we had looked at in our topic lessons about what is at the beach now and then back in the olden days. I spent the day with you (Miss Angus) so you were pointing out things that were the same and different.

Have a stronger focus on attendance so that it is at least in line with national.

-Attendance is at least in line with expectation.
-PA clusters / cases reduce.

Pupil Premium Average Years 1-6

Autumn Term	92.00%
Spring Term	88.95%
Summer Term	93.56%

Challenging Education Report Feedback

"Leaders and other staff are working hard to overcome the barriers to attendance with families in general but particularly with those where absence is persistent. Leaders have set ambitious targets in the context of the school"

The mental health and well-being of pupils will improve.

-Well-being at school award initiated.

-Pupil voice shows improvements in mental health and wellbeing knowledge.
-School-based schemes such as Forest Schools and ELSA are utilised.

Over the last year, both mentoring and ELSA support have been utilised across the school. Mentoring has increasingly become focused on supporting children with anxiety, a need that has become increasingly prevalent since the start of the year. ELSA has largely been focused on supporting children with identifying and understanding their emotions on a 1:1 basis and small group work focused on social skills. Over this year, there has appeared to be an increasing trend to identify the use of ELSAs in the provision laid out in new EHCPs that are being written.

Wellbeing and Mental Health of children

- Another way of sharing feelings.
- A safe place to feel less worried. (1 child)
- I prefer to talk to my family.
- Embarrassed.
- Not feeling comfortable.
- Nervous about sharing emotions
- What happens if that trusted adult isn't in school?

Actions

- Introducing Tootoot W/c 6th Feb
- LS & SH spoke to individual classes to unpick the word 'safe space' Concluded that every area of school should be considered a safe space. Some children admitted they feel they can talk to some staff more than others.

The most recent Pupil Survey [Summer 2023] for our well-being award evidence shows that pupil mental health has improved significantly with most areas being within the most positive section (1-5 rating with 5 being the best possible.)

In our school, we learn about how important it is to talk about our feelings and emotions.

 Average score 4.3

I believe I can make a difference if someone else is feeling worried or unhappy.

 Average score 4.4

My school really cares about me and how I am feeling.

 Average score 4.5

My school really cares about all its pupils and how they are feeling.

 Average score 4.6

If needed, I would feel comfortable talking about how I am feeling at school.

 Average score 3.8

My teachers know when I am feeling worried or unhappy.

 Average score 4.3

I am able to get help at school when I am feeling worried or unhappy.

G Average score 4.3

The school really cares about what I think and listens to what I have to say.

G Average score 4.4

This details the impact that our pupil premium activity had on pupils in the **2021 to 2022** academic year.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Standards in Reading, Writing and Maths will be raised at least in line with National Expectations.	-Internal data shows more pupils reaching the expected standard. -Boosters and Catch-up sessions are held.

Reading Pupil Premium	ENTRY		Summer 2		Notes
	GD	EXP+	GD	Exp +	
Y1 (14)	0%	29%	0%	53%	
Y2 (14)	0%	43%	0%	64%	
Y3 (16)	13%	51%	13%	51%	
Y4 (17)	18%	42%	17%	45%	
Y5 (22)	9%	50%	9%	50%	
Y6 (18) (11)	6% (18%)	62% (96%)	6% (10%)	45% (65%)	% excluding SEN

Writing Pupil Premium	ENTRY		Summer 2		Notes
	GD	EXP+	GD	EXP+	
Y1 (14)	0%	14%	0%	27%	

Y2 (14)	0%	29%	0%	43%	
Y3 (16)	6%	50%	6%	62%	
Y4 (17)	12%	41%	17%	45%	
Y5 (22)	5%	37%	5%	41%	
Y6 (18) (11)	6% (9%)	34% (45%)	6% (10%)	62% (75%)	% excluding SEN

Maths Pupil Premium	ENTRY		Summer 2		Notes
	GD	EXP+	GD	EXP+	
Y1 (16)	0%	21%	0%	40%	
Y2 (13)	7%	57%	0%	50%	
Y3 (16)	19%	57%	6%	56%	
Y4 (18)	12%	53%	11%	61%	
Y5 (22)	5%	55%	5%	60%	
Y6 (17) (11)	6% (18%)	38% (45%)	6% (5%)	39% (60%)	% excluding SEN

Pupils will show increased enthusiasm for learning.	-Pupil voice shows a love of learning. -Internal data shows more pupils reaching the expected standard in broad curriculum subjects.
	See Appendix 1 - Over the academic year, in all subjects, the percentage of pupils attaining at or above the expected standard, for all year groups, has increased.
Pupils will be able to use rich vocabulary based on real-life, lived experiences when talking.	-An enhanced curriculum that reaches beyond the school setting is developed. -Educational visits and visitors will be used to enrich learning.
	-Disadvantaged pupils' voice was collected about enrichment experiences to date and the following examples show that they help pupils acquire the range of skills needed to achieve excellent outcomes: -Y3 spoke confidently about both visitors that had attended school to support learning. The children could outline new learning that they had received and discuss where this has helped them in their topic learning eg, For the WW1 soldier visit (Time Travel Education), pupils shared, "He was really good, he brought things like weapons that Miss would never be allowed to show us. I learned about the pointy knife that was put on the end of a gun - a bayonet. They

	used them if they were being attacked and hadn't got time to reload." The other pupil shared, "and they showed us the Tommy cooker and told us they took ages to cook stuff so it wasn't very nice for the soldiers." -Y5 spoke passionately about their visit to the National Space Station, explaining that there were so many exhibits that simply could not be recreated in school (parts of space ships, comparative weights of everyday items & the amazing scales shown in the long rooms (a pupil shared, "Did you know that, if you put all of the edges of our planets in our solar system touching - they would all fit between Earth and the Moon?") -Y6 spoke about the rich experience of visiting the air raid shelter under the school playground. One pupil described it as, "life changing to experience just how cramped they would have been - I learned a new word - it was claustrophobic." -Year 6 to visit Titanic Exhibition at Maritime Museum in Liverpool on 02/02/22 -Fun to learn there and interesting to add on top of our work - -We liked learning about the Titanic in different ways (audio, visual etc) - -It was a good place to learn about some of the people we knew from school lessons -It was interesting to see all of it together - -I liked the way it compared now to 1912 - -It was good that the worksheets gave you a 'scavenger hunt' feel to it -Year 5 Shrewsbury Prison Trip -I found out about how prisoners are processed when they arrive at a Jail, the pat downs and security procedures -I didn't know prisoners sat on a special scanning chair to see if they had hidden anything -I found out a lot about punishments from years ago, like hanging and saw the hanging room and how it was back then -I was surprised how bad the living conditions in jail were and how small the cells were -When I was locked in a cell, I found out what it would have felt like for prisoners -I enjoyed getting the real life experience that prisoners had Year 2 London Trip - "We went to London to see our Topic. It was better to see the buildings in real life and not just in pictures or on a screen. It brought the topic to life." - "We wanted to see more about London so we could see what the landmarks look like." - "We saw Pudding Lane where the GFOL started." - "We saw the monument which was built for GFOL." - "We also saw Tudor Houses and we learnt about those in DT!" - "I want to live in London because you could get a good job there and the buildings like The Tower of London are amazing." -I also had some positive feedback from parents during parent meetings when they looked in the Topic books about how much the children enjoyed London and how much they talked about it, linking it to the GFOL . A pupil could retell the story of GFOL and linked this to her visit to her dad.
Have a stronger focus on attendance so that it is at least in line with national.	-Attendance is at least in line with expectation. -PA clusters / cases reduce.

	<u>Pupil Premium Average Years 1-6</u> Autumn Term 95.48% Spring Term 92.52% Summer Term 91.89%
The mental health and well-being of pupils will improve.	-Well-being at school award initiated. -Pupil voice shows improvements in mental health and wellbeing knowledge. -School-based schemes such as Forest Schools and ELSA are utilised.
	Pupil Wellbeing survey gathered the following pupil voice: -“I know quite a lot about the wellbeing award, I really love this school and I want to encourage people and make them enjoy school” -“Every assembly we have a well - being award and I'm happy because I won it” -“The teachers help us when we are sad, they talk to us about it, you should share your emotion because you might be sad about something” -“sometimes people don't share their feelings and i think it is important for people to talk about their feelings so you know what's happening and why they feel like that” -“In school when someone doesn't want to talk about their feelings they can use the worried box” -“We learn very often about feelings during PSHE. In our school/classroom we have a "its okay not to be okay" box if we want to express our feelings in a private way” -“If you ever worry at school, objects in the class can help you out, the worry box, Talking to an adult, staff that can help to keep you to keep your Mental Health at a good level” -“When someone at school is feeling worried, I understand that they might be going through a rough time. I would try to make them happy and forget about the situation” -“My school cares about all the pupils because if you come in to school and are upset or crying the teachers ask if we want to have a talk so yes my school cares about our pupils” -“If I feel unhappy I can go to any member of staff and they will help” -“The school cares about their students and they really love working at leamore” -“My school values everyone's opinions and they will listen to anyone”

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the **2020 to 2021** academic year.

Evaluation completed on Previous Plan - please see 20-21 Spending Plan for Review.

Raise standards in Reading, Writing and Maths ensure outcomes are at least in line with National Expectations.

- Phonics Screening**

Autumn 2 predicted pass Of 90% (26/29) = (based on a pass mark of 32)

Pupil Premium Progress Data from Entry to Summer 1 2020 - 2021						
Year Group	Reading		Writing		Maths	
	PP Expected + Progress	NPP Expected + Progress	PP Expected + Progress	NPP Expected + Progress	PP Expected + Progress	NPP Expected + Progress
Year 1	72% (9/12)	100%	63% (8/12)	100%	72% (9/12)	100%
Year 2	86% (14/16)	100%	86% (14/16)	100%	86% (14/16)	100%
Year 3	89% (17/19)	100%	89% (17/19)	100%	73% (14/19)	100%
Year 4	95% (21/22)	100%	91% (20/22)	100%	91% (20/22)	90%
Year 5	94% (15/16)	100%	69% (10/16)	92%	81% (13/16)	100%
Year 6	94% (15/16)	100%	67% (11/16)	100%	87% (14/16)	100%

Pupil Premium without SEN Progress Data from Entry to Summer 1 2020 - 2021						
Year Group	Reading		Writing		Maths	
	PP Expected + Progress	NPP Expected + Progress	PP Expected + Progress	NPP Expected + Progress	PP Expected + Progress	NPP Expected + Progress
Year 1	88% (6/7)	100%	85% (6/7)	100%	71% (5/7)	100%
Year 2	92% (11/12)	100%	92% (11/12)	100%	92% (11/12)	100%
Year 3	93% (13/14)	100%	100% (14/14)	100%	78% (11/14)	100%
Year 4	100% (16/16)	100%	94% (15/16)	100%	94% (15/16)	90%
Year 5	100% (9/9)	100%	89% (8/9)	92%	89% (8/9)	100%
Year 6	100% (11/11)	100%	82% (9/11)	100%	100% (11/11)	100%

Entry Year 1 Attainment (PP)					Summer 1 Year 1 Attainment (PP)				
	GD	On Track	Just Below	Below		GD	On Track	Just Below	Below
Reading		2/12	3/12	7/12	Reading		5/12	2/12	5/12
Writing		2/12	2/12	8/12	Writing		2/12	3/12	7/12
Maths		1/12	3/12	8/12	Maths	2/12	4/12	1/12	5/12

Entry Year 2 Attainment (PP)					Summer 1 Year 2 Attainment (PP)				
	GD	On Track	Just Below	Below		GD	On Track	Just Below	Below
Reading		7/16	4/16	5/16	Reading	1/16	10/16	2/16	3/16
Writing		7/16	5/16	4/16	Writing		8/16	5/16	3/16
Maths		6/16	6/16	4/16	Maths	3/16	6/16	4/16	3/16

	Entry					Summer 1			
	Year 3 Attainment (PP)					Year 3 Attainment (PP)			
	GD	On Track	Just Below	Below		GD	On Track	Just Below	Below
Reading	2/19	4/19	8/19	5/19	Reading	2/19	9/19	3/19	5/19
Writing		3/19	12/19	4/19	Writing		6/19	9/19	4/19
Maths	2/19	3/19	10/19	4/19	Maths	2/19	5/19	5/19	7/19

	Entry					Summer 1			
	Year 4 Attainment (PP)					Year 4 Attainment (PP)			
	GD	On Track	Just Below	Below		GD	On Track	Just Below	Below
Reading	1/22	7/22	5/22	9/22	Reading	3/22	9/22	7/22	3/22
Writing	1/22	5/22	9/22	7/22	Writing	1/22	8/22	6/22	7/22
Maths	1/22	7/22	6/22	8/22	Maths	1/22	10/22	2/22	6/22

	Entry					Summer 1			
	Year 5 Attainment (PP)					Year 5 Attainment (PP)			
	GD	On Track	Just Below	Below		GD	On Track	Just Below	Below
Reading	1/16	5/16	3/16	7/16	Reading	2/16	8/16	4/16	2/16
Writing	1/16	4/16	4/16	7/16	Writing	1/16	5/16	4/16	6/16
Maths	1/16	2/16	8/16	5/16	Maths	1/16	5/16	6/16	4/16

	Entry					Summer 1			
	Year 6 Attainment (PP)					Year 6 Attainment (PP)			
	GD	On Track	Just Below	Below		GD	On Track	Just Below	Below
Reading	2/16	7/16	4/16	3/16	Reading	12/16	0/16	1/16	3/16
Writing	3/16	2/16	7/16	4/16	Writing	6/16	4/16	1/16	5/16
Maths	1/16	4/16	8/16	3/16	Maths	11/16	1/16	1/16	3/16

Have a stronger focus on attendance so that it is at least in line with national.

- Autumn 1 - Summer 1 PP = 79.9%, Non-PP = 92.6%
- During Spring 1 - 33% (29/89) PP attendance. (PP = 50.3% & Non-PP=83.4%)

To develop an enhanced curriculum that reaches beyond the school setting.

Remote Learning



Leamore Primary School

An aspiring journey to a bright future

Curriculum Enrichment (Trips and Visitors)

Visitors Trips

Year / Period	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Guide Dogs Trust	Ash End Farm	Firestation	Pupil Interest Trip	Caterpillars to Butterflies	Hatching Chick
Year 1	Park Tour (Arboretum/ King George's & Leamore Park)	Tamworth Castle	Hollybush Garden Centre / Nature Garden	Back to Back houses (Birmingham)	Community Visitor - Share Toys (CK's Mum)	Cultural / Parent Visitor
Year 2	Cooking & Nutrition (Workshop)	Joe Shackleton (Antarctic Explorer)	London (Great Fire)	RE Visitor (Easter visit to the church)	Gardener Joe - OCW Science Topic	Seaside
Year 3	Caveman Workshop	Marquis Drive (Cannock) WW1	Chocolate ROCKS! (Workshop)	Wroxeter / Stourport	Hands-on-Science Forces Workshop	RE Minister from local church - Unit 3D Jesus: Why do some people think he is inspirational?
Year 4	Mummy Making (Dantastic)	Beacon Hill - overlook Walsall and Birmingham (Watercolour artwork - painting (swap art order))	RE Visitor- Unit 4B Commitments - Muslim local leader visit.	Ironbridge Gorge	Hands-on-Science State of Matter Workshop	Living Rainforest (Berkshire)
Year 5	Space Station (Leicester) Sci Swap Aut 1	RE Visitor - Unit 5B Commitments - Hindu Muslim Christian local leader	Shrewsbury Prison	Snowdon	Viking Visitors	Pizza Chef
Year 6	Air Raid Shelter / Mr Brittle Workshop	Maya Archaeologist Dr Dianne Davies	Titanic Experience (Liverpool)	Parent Visitor / Local Restaurant Chef	Canal & River Trust	Residential / University - climate change experiments.

Booster sessions for Y6 PP pupils/homework support

- CGP booster packs have been purchased in preparation for Y6 Booster sessions.
- Sessions to start in Spring 1 (STC)
- Resources used as part of classroom practise due to COVID-19 guidelines restricting parents participation.

Catch-up programs for RWM in relation to COVID-19.

- See Catch up spending plan
- Catch-up programs have been taking place in afternoons.
- Staff employed to increase provision for catch-up in RWM
 - 2 TAs employed to ensure all afternoons are available for Y3 & Y4 catch up sessions
 - 1 TA employed to act as 1:1 support for a pupil in Y5 to allow NC to lead catch-up effectively.

Regular formative assessment to fine tune intervention.

- NFER tests have been purchased for Years 1, 3, 4 & 5 to provide a standardised score to support Teacher Assessment in the first half of each term. This means there is a standardised test for every half-term. Whilst this is summative on face-value, teachers use the tests formatively to identify gaps in learning so they can provide bespoke catch-up interventions.

CPD/Training

- Adapting Busy Ants to better facilitate learning CPD to be delivered by GD & GE (04/01/2020)
- Maths across the curriculum CPD to be delivered by GD & GE (04/01/2020)

- *English Conferencing Training (13/05/2021)*
- *Maths Lead NCETM Vocabulary and Subject Knowledge training (27/01/2021)*
- *Mastery in Maths (04/05/2021)*

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

