



# St. Leonard's Primary School Pupil Premium Strategy Statement:

1. Summary information					
School	St Leonard's Primary School				
Academic Year	2017/18	Total PP budget	£20,100	Date of most recent PP Review	Dec 17
Total number of pupils	203	Number of pupils eligible for PP	16	Date for next internal review of this strategy	March 17

2. Current attainment 2017/2018				
	Pupils eligible for PP (Aut)	Pupils eligible for PP (Spr)	Pupils eligible for PP (Sum)	Pupils eligible for PP (Nat 17)
% achieving EXPECTED in reading, writing and maths	35			
% making EXPECTED progress in reading	56			
% making EXPECTED progress in writing	82			
% making EXPECTED progress in maths	57			

Attainment of current PP children 2017/2018								
Reading			Writing			Maths		
Below	ARE	GD	Below	ARE	GD	Below	ARE	GD
44	56	0	50	50	0	63	38	0

Progress of current PP children 2017/2018								
Reading			Writing			Maths		
Not achieving Expected Progress	Achieving expected progress	Exceeding expected progress	Not achieving Expected Progress	Achieving expected progress	Exceeding expected progress	Not achieving Expected Progress	Achieving expected progress	Exceeding expected progress
44	25	31	19	69	13	38	38	19

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Low self esteem with social, emotional and mental health issues which is a barrier to pupils making expected progress	
<b>B.</b>	41% of children eligible for Pupil premium are currently low achievers (PAG) for reading and writing and will need to make accelerated progress to reach ARE	
<b>C.</b>	41% (7) of the children eligible for pupil premium also have SEND with 12% (2) having an EHCP or statement which will affect attainment and the amount of measurable progress	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	A number of children eligible for pupil premium are impacted by family issues requiring support from social care teams at TAF or above. This has an impact on the pupil's emotional wellbeing in school which is a barrier to progress	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children are able to express their feelings and emotions enabling them to access learning and contribute in group and whole class activities. Monitoring of progress within SERL and HOPE groups and how this relates to progress	Pupils develop self esteem and confidence to enable them to express their feelings and share their worries. Concentration levels are increased and pupils are able to cope with the demands of school and the curriculum
<b>B.</b>	Children from low prior attainment groups, who are eligible for pupil premium, make accelerated progress to close the gaps with an increased number achieving ARE	Children show a 'can do' attitude in their learning so that children make accelerated progress. Pupil voice shows a positive attitude to learning and that they have high expectations for themselves in the future
<b>C.</b>	All children eligible for pupil premium with SEND will make expected progress (3 steps in the year) in reading, writing and maths	Quality First teaching and an inclusive approach helps to reduce barriers to learning. All PP children at risk of not making expected progress will be discussed at pupil progress meetings and strategies will be put in place to close the gap. PP children progress in line with non-PP children.  All pupil premium children, whatever their prior attainment, make at least expected progress with some children starting to catch up by making better than expected progress
<b>D.</b>	Parents engage with the opportunities provided by school to attend workshops to help and support them. Impact will be measured by feedback on questionnaires and monitoring the behaviour of these children and the progress they make.	Support is given to families when needed and they work closely with school for the benefit of the children. External partners are used when appropriate and children make at least expected progress

## 5. Planned expenditure

Academic year

2017/18

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved outcomes in reading, writing and maths for low attaining children eligible for PPG	To use TAs to deliver 1-1 interventions Eg FFT, SOS, precision teaching  TAs to also deliver intervention for small focus groups  Class teachers to be accountable for all children's progress	EEF – Evidence indicates that one to one tuition can, on average, accelerate learning by approximately five additional months progress Small focus groups can accelerate progress by four months.	There will be assessments before and after each intervention to measure impact. Class teachers will work closely with TA delivering intervention to ensure that they plan appropriate activities in class so that the children apply what they are learning through intervention.	HS and AH	Progress will be monitored termly in pupil progress meetings with Headteacher. The SENco will also meet with the TAs and teachers to assess impact.  Termly assessment data will be analysed
All staff give effective verbal and written feedback to children	Training given to staff to further develop their skills in giving effective and quality feedback to all pupils so that they know what they need to do to improve	EEF- Evidence indicates that quality feedback can, on average, accelerates learning by approximately eight additional months progress	Robust monitoring including regular learning walks, work scrutinies and the gathering of pupil voice	HS and RCR	Ongoing
CPD for the use of Numicon and bar modelling to develop greater understanding of number	Inspire training	EEF- suggests that maths mastery aims to raise attainment all pupils and close the gap between disadvantaged pupils and their peers.	Robust monitoring including regular learning walks, work scrutinies and the gathering of pupil voice	AB and AH	Ongoing

<b>ii Targeted support</b>					
<p>Ensure pupils with SEND meet expected progress targets in reading, writing and maths.</p> <p>Ensure pupils with additional needs meet targets in passports to learning</p>	<p>Provide additional teaching provision from HLTA to children with SEN</p> <p>Provide additional TA support for children with SEN to deliver 1 -1 interventions</p> <p>CPD for TAs (attachment disorder, dyslexia, precision teaching, FFT)</p>	<p>Evidence shows that additional teaching and learning opportunities from teachers and teaching assistants leads to moderate impact particularly if planned to complement quality first teaching.</p> <p>EEF – using the 7 evidence based recommendations to help schools maximise the impact of teaching assistants</p>	<p>Provision will be identified half termly using intervention baseline and exit data and termly using whole school data in pupil progress meetings</p>	<p>AH and HS</p>	<p>Assessment data will be monitored to ensure progress is being made after each timed intervention</p> <p>Passports to learning will be reviewed each term and provision map will be kept up to date</p>
<b>iii Other approaches</b>					
<p>Children are able to talk about their feelings, learn to manage them and are able to contribute in group and whole class activities</p>	<p>Some PP children will attend nurture group (SERL/HOPE) to talk about their feelings.</p> <p>A “safe” environment in our classrooms will allow pupils to share their feelings.</p> <p>A “safe” environment and our school values will allow children to feel confident to contribute in group and class activities.</p>	<p>Children open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and then they can then become more engaged in school work. Children will develop improved self-esteem and confidence which will allow them to contribute more to group and class activities. Our school values of Respectful, Caring, Resilient, Confident, Reflective and Responsible will create an environment where children feel able to “try” in safe environment and where there efforts are welcomed and supported by staff, visitors and their peers.</p>	<p>Our School Provision map and nurture records will evidence who needs support in these areas.</p> <p>Monitoring of the SERL group will ensure that objectives are in line with the PP strategy objectives.</p> <p>Pre and post Boxall profiles will evidence increased engagement.</p> <p>Pupil and parent voice questionnaires will provide detailed feedback.</p>	<p>Anita Hensley</p>	<p>Ongoing</p>
<p>Children talk with enthusiasm about their opportunities and options for the future.</p>	<p>Pupil progress meetings half termly will inform how the children are achieving.</p>	<p>Children are inspired by stories of people who have achieved something even if they once thought they wouldn't.</p>	<p>Monitoring will show children can discuss how what they are learning in class can be</p>	<p>Helen Spearing</p>	<p>Ongoing</p>

	<p>Assemblies and lessons will share with the children the purposeful learning and how it can lead to a desired career. Celebration of local heroes.</p> <p>School values will be displayed in every classroom and used to reinforce how these values can help everyone to achieve. Children will have additional mentoring to offer them opportunities to discuss any fears/barriers they may have and to provide scaffolding to remove barriers.</p> <p>Dance and sport classes will be offered to some PP pupils.</p>	<p>They can begin to see that school teaches them skills which can easily be used in many careers – this will explicitly show them how what they are learning can lead to a job, apprenticeship or University course they will enjoy.</p> <p>Strong School values will provide a “safe” environment which will give children the confidence to believe in themselves and their options for the future.</p> <p>Children will gain confidence by being supported and having 1:1 mentor time</p> <p>Children will enjoy participating in football and dance classes-this will be motivational and therapeutic and also provide an opportunity for some children to excel.</p>	<p>used as a skill outside the classroom.</p> <p>Pupil conversations will support understanding of pupil feelings.</p> <p>Pupil conversations, pupil voice questionnaires and parent questionnaires.</p>		
<p>Parents engage with the opportunities provided by school to attend workshops and outings that promote future opportunities for their children.</p>	<p>Children will be able to attend visits, listen to visiting speakers and workshops to highlight opportunities for their future accompanied by parents/carers</p> <p>Link activities will be provided to encourage parents to discuss the events further with children</p>	<p>Evidence shows (DfE) that parental involvement in children’s education has a positive impact on their learning. Children will benefit from feeling supported by their parents/carers and this will impact on their confidence.</p> <p>Children will feel that they have opportunities for their future and will be able to talk about these at school and at home.</p>	<p>Pupil and parent voice questionnaires to gather feedback on events.</p> <p>Monitoring of parental participation of non-PP and PP parents/carers</p>	<p>Helen Spearing Anita Hensley</p>	<p>May 2018</p>

## 6. Review of expenditure

Previous Academic Year		2016/17		
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Children are able to talk about their feelings, and are able to contribute in group and whole class activities.	<p>Circle time opportunities. Regular SMSC lessons.</p> <p>Classroom rules ensure all children feel safe to talk about their feelings.</p> <p>Class worry box</p> <p>Nurture groups (SERL) is accessible to targeted children</p>	<p>More children are arriving at school prepared for lessons and ready to learn. In SERL group and addition, 2 pupils (PP) have time out before school to allow any issues to be discussed (and resolved as appropriate if possible). This has been greatly beneficial to allow learning to take place sooner and has impacted on progress.</p> <p>Children are happy and confident to use class worry boxes knowing that they are checked and acted upon.</p> <p>Pupils attending SERL group were able to open up and speak within a 'safe' environment. 2 of these pupils have gained the confidence to contribute more in class. SMSC has addressed wider issues such as bullying and E-Safety – allowed informative and honest discussions in a safe environment. Worry boxes are being used and checked, and pupils (PP and non PP) have confirmed that it makes them feel more confident to raise issues with friendships/homework worries. Number of isolations have</p>	<p>Continue with SERL group as has had a positive impact on all children who consistently attended.</p> <p>Class worry boxes to continue to be used in all classes.</p>	Additional hours for staff to deliver 13 weeks of SERL.

<p>Children make expected or better attainment and talk with enthusiasm about their opportunities for the future.</p>	<p>Pupil progress meetings half termly will inform how the children are achieving.</p> <p>Assemblies and lessons will share with the children the purposeful learning and how it can lead to a desired career.</p> <p>Celebration of local heroes. School values will be displayed in every classroom and used to reinforce how these values can help everyone to achieve.</p> <p>Dance and sport classes will be offered to some PP pupils.</p>	<p>Regular pupil progress meetings have ensured frequent reviews of progress and that interventions can be put into place. Progress made by PP children has been positive, attainment has been affected by the % of these pupils that are also SEND and therefore are emotionally or cognitively challenged.</p> <p>Children reflect our school values and talk about them confidently. Some targeted children now speak about their hopes for the future where they previously could not envisage themselves as an adult. Unicef assemblies and class SMSC lessons have allowed our children the opportunity to reflect on their own lives and be sensitive and aware of the needs of others not only in the local area, but globally. This has widened our pupil's viewpoints in a safe and supported environment.</p>	<p>Continue to display and talk about and celebrate our school values.</p> <p>Continue with class and whole school assemblies to help to share with children opportunities and be aspirational for the future.</p> <p>Ensure that we are not allowing children to "cap" expectations for themselves either academically or for future hopes and dreams.</p>	<p>External coaches</p>
<p>PP children's maths, reading and writing improves in line with non-PP children</p>	<p>Children will receive extra daily reading with a TA where there is a need. Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading and/or writing and where necessary additional provision with a TA will be arranged.</p> <p>Children will have visits from authors and listen to them read aloud their work. Nesy online programme (Reading, Spelling and Writing) for selected pupils. Books will be celebrated and enjoyed in school. School reading challenges</p>	<p>Progress results have been positive and all targeted children have progressed through the book band system. In KS1 all PP children made progress in maths, 75 % of PP made progress in reading. 50% of PP passed their phonics screening test. 75% are working at ARE in reading and maths. 50% are working at ARE in writing. In KS2 85% of PP children made progress in reading and maths. (The remaining 15% have significant learning difficulties and are on the SEND register). 54% of PP pupils are at ARE in reading. 23% are at ARE in maths.</p>	<p>To continue to utilise additional adults in the class (students/parent helpers etc) to ensure that targeted children read every day in addition to guided reading. Continue with paired reading activities across the year groups and reading challenges to promote a love of books and reading. Continue with trip to the Gatehouse Bookshow and visiting authors as the children really enjoyed them and it was very inspirational for their reading and writing about the events.</p>	<p>Cost of trips for PP children</p>

<p>Children will arrive at school ready to learn</p>	<p>Children will have support to ensure they have all necessary resources with them (Peg and/or desk prompts will be used as required)</p> <p>Parents will receive support from staff to help with routines etc and an EHA will be completed where there is a need.</p> <p>Nurture group (SERL) will be offered to some children.</p>	<p>Desk and peg prompts are in place as required and helping children to have increased independence.</p> <p>All families where a need has been identified have completed an EHA and referrals to any external agencies made as appropriate. As a result of this, many of our families are receiving support that helps them to ensure routines are in place and children are arriving at school with an increased readiness to learn.</p> <p>SERL group enabled targeted children to discuss and (if possible) resolve issues that were worrying them with a trusted adult prior to entering the classroom, which enabled lessons to start and children to be engaged and ready to learn straightaway.</p>	<p>Continue with SERL group as has had a positive impact on all children who consistently attended.</p>	<p>Additional hours for staff to deliver 13 weeks of SERL.</p>
<p>Parents engage with the opportunities provided by school to attend workshops and outings that promote future opportunities for their children.</p>	<p>Children will be able to attend visits, listen to visiting speakers and workshops to highlight opportunities for their future accompanied by parents/carers.</p> <p>Link activities will be provided to encourage parents to discuss the events further with children.</p>	<p>Parental involvement in activities and workshops has been very positive, as has parental commitment to meeting with staff to discuss activities and events.</p> <p>Children have enjoyed participating in workshops and listening to visitors and their enthusiasm has been evident in their work.</p> <p>We have been able to observe children speaking avidly about their topics with their parents and carers.</p>	<p>Continue to offer workshop and visitors that encourage parental engagement and adds enrichment to the curriculum for our children.</p>	

**7. Additional detail**