



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

1. Summary information					
School	St Leonard's Primary School				
Academic Year	2016/17	Total PP budget	£13,640	Date of most recent PP Review	March 17
Total number of pupils	232	Number of pupils eligible for PP	23	Date for next internal review of this strategy	July 17

2. Current attainment (March 17)		
Attainment for: 2016-2017 (23 pupils) Whole school	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected standard or above in reading, writing and maths (All PP pupils)		
% achieving expected standard or above in reading, writing and maths (none SEND PP pupils)		
% achieving expected standard or above in reading (All PP pupils)	52%	67%
% achieving expected standard or above in reading (none SEND PP pupils)	82%	
% achieving expected standard or above in writing (All PP pupils)	43%	63%
achieving expected standard or above in writing (none SEND PP pupils)	82%	
% achieving expected standard or above in maths (All PP pupils)	30%	60%
% achieving expected standard or above in maths (none SEND PP pupils)	54%	
2.1 Current Progress (March 17)		
% achieving expected progress or above in reading, writing and maths (All PP pupils)		
% achieving expected standard or above in reading, writing and maths (none SEND PP pupils)		
% achieving expected progress or above in reading (All PP pupils)	56%	76%
% achieving expected standard or above in reading (none SEND PP pupils)	82%	
% achieving expected progress or above in writing (All PP pupils)	78%	76%
achieving expected standard or above in writing (none SEND PP pupils)	91%	
% achieving expected progress or above in maths (All PP pupils)	70%	72%
% achieving expected standard or above in maths (none SEND PP pupils)	82%	

<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, social, emotional and mental health issues	
<b>B.</b>	Low ambition	
<b>C.</b>	Poor maths, reading and writing skills (phonics) (57% SEN)	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Lack of routine (sleep, food, homework, uniform)	
<b>E.</b>	Parental aspiration	
<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 talk about their feelings, and are able to contribute in group and whole class activities.	Children are able to contribute when working in a group activity Children are able to contribute in whole class activities Children are able to talk about their feelings Children apply skills gained from SERL group (Socially and Emotionally Ready to Learn)
<b>B.</b>	Children make expected or better attainment and talk with enthusiasm about their opportunities and options for the future.	Children have a knowledge of opportunities and options that are available for their future Children talk about their future with enthusiasm Children talk about academic targets with excitement Children set/attempt challenging targets with confidence Children speak ambitiously about their future at High School and career options.
<b>C.</b>	PP children's maths, reading and writing improves in line with non-PP children	Children have increased resilience to "try" and believe that they can achieve Children have a range of strategies to use in Maths to build confidence and impact on progress Children make better progress in reading this impacts on writing ability Children can make good progress in spelling and apply in their writing Children develop a sense of "reading for pleasure" and can talk enthusiastically about a book they are enjoying PP children progress in line with non-PP children.

<b>D.</b>	Children will arrive at school ready to learn	Children will be more ready to learn following structured home routines-i.e. bedtime, morning Children will come to lessons with the appropriate resources
<b>E.</b>	Parents engage with the opportunities provided by school to attend workshops and outings that promote future opportunities for their children.	Parents will attend workshops at school from visitors Parents will attend visits from guest speakers at school-i.e. local and national employers, apprenticeships Parents will attend visits to higher education settings supported by school staff Parents will attend visits to other settings that promote opportunities for the future – i.e. football stadiums, museums, work settings

## 5. Planned expenditure

**Academic year**

**2016/17**

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

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children are able to talk about their feelings, and are able to contribute in group and whole class activities.	Circle time opportunities. Regular SMSC lessons  Classroom rules ensure all children feel safe to talk about their feelings.  Class worry box  Nurture Groups (SERL) is accessible to targeted children	Circle time and SMSC allows a child to share anything on their mind and seek support or advice from children and adults in the room. It creates an emotionally safe environment in the classroom and the children will feel able to share their thoughts/fears/worries. This will mean the teacher is aware of concerns early on before cause further impact on a child's SEMH and wellbeing. Children also have the option to use the worry box if they do not want to share their concerns in front of the class.	I will speak with the children to ensure that they feel they can talk about their feelings in class.  Staff delivering the SERL group will be closely supported and monitored.  Records will be kept to track pupils accessing SERL-informal and an entry Boxall profile and exit Boxall profile will be completed to evidence impact.	Helen Spearing	April 2017

<p>Children make expected or better attainment and 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>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.</p> <p>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>Children who are not on track to meet their end of year target will gain support from intervention (targeted subject support, nurture, 1:1 specialist support).</p> <p>Assemblies are opportunities to showcase careers and inspirational people allowing the children to see that it is also achievable for them too. It also allows us to share teachings in the bible and modern moral stories and discuss. These can be linked to our school values, Respectful, Caring, Resilient, Confident, Responsible and Reflective.</p> <p>This allows pupils to be inspired to believe they can achieve the same and fuels motivation and encourages aspiration.</p> <p>Provide opportunities for children who find academic work challenging to enjoy and excel at the end of the school day.</p>	<p>TAs employed to carry out targeted, quality intervention. (FFT, Phonics, Maths,)</p> <p>I will role model in my assemblies but also support staff in delivery.</p> <p>Classes delivered by external coaches will be monitored and evaluated through pupil voice questionnaires.</p>	<p>Helen Spearing</p>	<p>April 2017</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 need.</p> <p>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.</p> <p>Nessy online programme (Reading, Spelling and Writing) for selected pupils.</p> <p>Books will be celebrated and enjoyed in school</p> <p>School reading challenges will encourage children to read for pleasure.</p>	<p>When children read daily their reading improves. Assessment outcomes will be accurate and swiftly addressed.</p> <p>Phonics will be encouraged as a strategy to reading in the classroom when necessary.</p> <p>Books will be on display in the classrooms and work on the walls will show the children's interest in books.</p> <p>Children will be motivated in their reading and writing by visits to listen to published authors.</p> <p>Children will be motivated in their writing by the incentive of their work being published online on Pobble.</p> <p>Children will read more at home to participate in class/school challenges</p>	<p>Pupil progress meetings will review intervention given and progress made.</p> <p>Nessy reports will evidence progress made against targets.</p> <p>Drop ins will show books are celebrated and phonics is being used as a spelling strategy.</p> <p>The children will be able to talk to me about a current book they have read for pleasure.</p> <p>Participation in class/school reading challenges will be monitored.</p>	<p>Helen Spearing</p>	<p>Ongoing</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) Parents will receive support from staff to help with routines etc and an EHA will be completed where there is a need. Nurture group (SERL) will be offered to some children.</p>	<p>This allows children to feel more confident they have what is required at the start of lesson and reduces time out of the lesson fetching things they need.</p> <p>Evidence shows that children who are well rested, and have a healthy diet are more ready to learn and therefore make more progress.</p> <p>When children have addressed any concerns or issues before the school day, it enables learning to take place and therefore more progress will be made.</p>	<p>Pupil and staff questionnaires will evidence any changes in the child's readiness to learn.</p> <p>Children will feel healthier and happier with routines in place at home. Dot chart will evidence any patterns of tiredness etc</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>Helen Spearing Anita Hensley</p>	<p>Ongoing</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. 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 2017</p>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children are able to talk about their feelings, and are able to contribute in group and whole class activities.	<p>Some PP children will attend nurture group (SERL) 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.</p> <p>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>	Anita Hensley	Ongoing

<p>Children make expected or better attainment and 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>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.</p> <p>School values will be displayed in every classroom and used to reinforce how these values can help everyone to achieve.</p> <p>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>Children are inspired by stories of people who have achieved something even if they once thought they wouldn't.</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>Monitoring will show children can discuss how what they are learning in class can be 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>Helen Spearing</p>	<p>Ongoing</p>
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<p>PP children's maths, reading and writing improves in line with non-pp children</p>	<p>A reading team is set up to ensure PP children receive daily reading and quality 1:1 comprehension around the book in a positive way where required.</p> <p>Carefully planned and delivered guided reading sessions will improve progress.</p> <p>Third Space Learning (Online Maths tuition) will be used for targeted children.</p> <p>Nessy (online Reading, Writing and Spelling intervention) will be used for targeted children.</p>	<p>When children read daily they gain in confidence. That 10-15 minutes of chatting about the book and linking the story to something they have experienced helps them to remember in long term memory what they have learned. This time makes them feel valued. This time makes them see that books are positive and enjoyed.</p> <p>Targeted 1:1 Maths tuition will help children to gain confidence and will accelerate learning and progress (EFF toolkit)</p> <p>Targeted intervention will help to build the children's confidence and phonics mastery will help with reading and writing progress. Children will have reinforced support on features of writing that will therefore impact on writing progress.</p>	<p>The books used in class will be of more interest to boys – super heroes, action etc. Children who have daily reading – progress will be seen at pupil progress meetings. Children will look to read more at 'free time'. Boys will begin to enjoy reading as a past time and not just when asked.</p> <p>Reports from Third Space and Nessy will be regularly monitored for progress.</p> <p>Book scrutinies and class teacher feedback will check application of learning.</p>	<p>Helen Spearing Anita Hensley</p>	<p>Ongoing</p>
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<p>Children will arrive at school ready to learn</p>	<p>Children will be supported through the SERL group to help discuss worries and concerns before the school day and about preparation for the day. The SERL group will also focus on raising self-esteem which will help to focus the children and raise their self believe before the school day starts</p> <p>EHA will be completed for targeted families and where appropriate referrals to external agencies will be made (ie LST) and regular TAF meetings will take place, to support families with routines and information on healthy eating and sleep advice</p>	<p>When children have discussed any issues and concerns in a safe environment before the school day, it enables learning to take place and therefore make more progress. Children will feel more confident to contribute in class and thus be more involved in the lesson. Increased participation will lead to increased enjoyment and understanding.</p> <p>Evidence shows that children who are well rested and have healthy, regular meals are more ready to learn and make more progress.</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 staff questionnaires will evidence any changes in the child readiness to learn.</p> <p>Children will feel healthier and happier with routines in place at home.</p>	<p>Helen Spearing Anita Hensley</p>	<p>April 2017</p>
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<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. 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 2017</p>
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<b>6. Review of expenditure</b>				
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<b>Previous Academic Year</b>	<b>2016/17</b>			
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<b>i. Quality of teaching for all</b>				
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Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost

<b>ii. Targeted support</b>				
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Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<b>7. Additional detail</b>				
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