



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

1. Summary information					
School	St Leonard's Primary School				
Academic Year	2018/19	Total PP budget	£29300	Date of most recent PP Review	July 2018
Total number of pupils	199	Number of pupils eligible for PP	20	Date for next internal review of this strategy	Mar 2019

2. EoY attainment 2017/2018								
Reading			Writing			Maths		
Below	ARE	GD	Below	ARE	GD	Below	ARE	GD
39%	56%	5%	56%	44%	0	44%	50%	6%

Progress of 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
28%	22%	50%	44%	11%	44%	22%	22%	56%

Attainment of current PP children 2018/2019								
Reading			Writing			Maths		
Below	ARE	GD	Below	ARE	GD	Below	ARE	GD
56%	22%	22%	61%	17%	22%	44%	34%	22%

Progress of current PP children 2018/2019								
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
5.5%	5.5%	89%	5.5%	5.5%	89%	6%	11%	83%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Low self esteem with social, emotional and mental health issues which is a barrier to pupils making expected progress	
B.	39% of children eligible for Pupil premium are currently low achievers (PAG) for reading, writing and maths and will need to make accelerated progress to reach ARE	
C.	32% (6) of the children eligible for pupil premium also have SEND with 16% (3) having an EHCP which will affect attainment and the amount of measurable progress. A further 21% (4) of PP children are on our Monitoring SEND register	
D.	Some children have difficulties with independent learning behaviours and social interaction with peers	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	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	
F.	Some of our PP children have poor attendance and poor parental engagement with school and external agencies	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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 through HOPE activities and how this relates to progress (Measured through passports for learning, RCADs, HOPE outcome paperwork, progress in class)	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.	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 (Measured by data, work in books, pupil conversations)	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
C.	All children eligible for pupil premium with SEND will make expected progress (3 steps in the year) in reading, writing and maths (Measured by data, work in books, pupil conversations)	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
D.	Children with poor attendance will have increased attendance resulting in improved academic and social outcomes (Measured by attendance data, data, work in books)	Children will have consistent, good attendance at school, at national average of 95.3% or above. EWO involvement will no longer be required. Children will access more learning and feel less socially isolated.

E.	Children will have the opportunity to develop interests and skills and encouraged to attend afterschool clubs	Selected children will have access to guitar lessons to develop confidence and self-esteem. All pupils will have access to lunch clubs and after school clubs, and will be supported in attending residential trips.
----	---	--

5. Planned expenditure

Academic year

2018/19

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	<p>QFT in all classes all of the time.</p> <p>To use TAs to deliver 1-1 interventions Eg FFT, SOS spellings, precision teaching, plus 1, power of 2</p> <p>TAs to deliver intervention for small focus groups</p> <p>Class teachers to be accountable for all children's progress</p>	<p>To identify each pupil's challenges and to seek to find the best strategies to help each child to make the next step in their learning.</p> <p>(NFER research 7 building blocks-block 1 high quality teaching for all, block 4 meeting individual needs)</p>	<p>Assessments before and after each intervention to measure impact.</p> <p>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.</p> <p>SLT to monitor through rigorous and regular pupil progress meeting</p>	SLT and AH	<p>Progress will be monitored termly in pupil progress meetings with Headteacher. The Inclusion Leader will also meet with the TAs and teachers to assess impact.</p> <p>Termly assessment data will be analysed</p>
All staff give effective verbal and written feedback to children	Continue to give effective and quality feedback to all pupils so that they know what they need to do to improve	<p>To provide clear feedback for children, to review progress and to address underperformance quickly.</p> <p>(NFER research 7 building blocks- block 6 Data driven and responding to evidence)</p>	Robust monitoring including regular learning walks, work scrutinies and the gathering of pupil voice	SLT	Ongoing

Learning needs will be identified quickly and acted upon.	Continue to monitor through SIMS.	To track pupils and identify those who are, or may be at risk of, falling behind. Address this as quickly as possible and act to bring into line with peers. (NFER research 7 building blocks-block 4 meeting individual learning needs, block 6 data driven and responding to evidence)	Data analysis, pupil progress meetings, regular learning walks, work scrutinies.	SLT	Ongoing
ii Targeted support					
Ensure pupils with SEND meet expected progress targets in reading, writing and maths. Ensure pupils with additional needs meet targets in passports to learning	Small group interventions to provide additional support in English and Maths. Qualified teacher to run 1:1 and small group interventions in the afternoons Provide additional TA support for children with SEN to deliver 1 -1 interventions	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. (NFER research 7 building blocks, block 1 whole school ethos of attainment for all, block 4 meeting individual learning needs, block 5 deploying staff effectively)	Impact of interventions will be closely monitored through pupil progress meetings and SEND discussions with class teachers and TAs.	SLT and AH	Assessment data will be monitored to ensure progress is being made after each timed intervention Passports for learning will be reviewed each term and provision map will be kept up to date
Ensure the emotional well-being of children is met	Run the HOPE (Helping Our Pupil's Emotions) programme throughout the school to meet the emotional needs of our children. Engage with families and carers to build relationships, offer support and advice.	Evidence shows that children with poor emotional well-being are more likely to struggle in school and fall behind their peers. By utilising the HOPE project approach and strategies it will enable quality, consistent support for our pupils.	The well-being of our pupils will be closely monitored in sessions and in class. Impact will be measured through pupil voice, outcome paperwork and observations.	HOPE staff SLT Class teachers	Ongoing
iii Other approaches					
Children are able to talk about their feelings, learn to manage them and are able to contribute	Some PP children will attend HOPE (Helping Our Pupil's Emotions) to talk about their feelings.	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-	Engagement in lessons and small group activities will be monitored. Children will provide feedback on activities and	HOPE staff SLT Class teachers	Ongoing

<p>in group and whole class activities</p>	<p>Children will have access to the Sensory Area with a member of staff as required for time out.</p> <p>Children will have access to lunch club activities if this is a difficult time for them.</p> <p>Lunch clubs will be quiet activities where group chat can be facilitated and group activities supported.</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>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 their efforts are welcomed and supported by staff, visitors and their peers.</p>	<p>feelings through questionnaires and HOPE outcome paperwork.</p>		
<p>Children will have the opportunity to develop new skills and talents and encouraged to participate in extra-curricular clubs and activities</p>	<p>Specific children will have the opportunity to learn how to play the guitar.</p> <p>Children will access trips to enrich the curriculum and try new experiences and challenges through residential activities.</p>	<p>Children will be offered a wide range of clubs to attend, including the school choir, Art, gardening, Lego, Laptops and Apps, and a variety of sport based clubs.</p>	<p>PP attendance will be monitored.</p> <p>Pupil voice</p>	<p>Class teachers</p> <p>AH</p>	<p>Ongoing</p>

6. Review of expenditure				
Previous Academic Year		2017/18		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned:	Cost:
Improved outcomes in reading, writing and maths for low attaining children eligible for PPG	<p>To use TAs to deliver 1-1 interventions Eg FFT, SOS, Precision teaching,</p> <p>TAs to deliver intervention for small focus groups</p> <p>Class teachers to be accountable for all children's progress</p> <p>Nessy online reading and writing programme subscriptions</p>	<p>Reading and spelling interventions will enable children to have secure basic knowledge of phonics/HFW etc and be confident to apply them in their writing.</p> <p>Children now talk with more confidence about their learning and their achievements. Spellings are now applied more consistently in writing in class and not just discretely in an intervention. 67% of PP children made progress in reading, 89% made progress in GAPS and 94% made progress in Maths.</p>	<p>Continue with Precision teaching and SOS spellings-have worked well all children (even those with limited concentration span) due to short, sharp consistent delivery.</p> <p>Progress improved further with target bookmarks in books, and credits being issued for applying target words in their writing.</p> <p>Continue with small group interventions of PP and non PP children.</p> <p>Qualified teacher to lead some of the interventions in KS2 next year.</p>	Staffing costs Nessy online subscription.
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	<p>Progress is evident within the session due to verbal feedback during the lesson. Written feedback consistently allows children to develop understanding of their success.</p> <p>Most children now understand their learning beyond immediate targets. Children are responding well to teacher comments.</p>	<p>Regular book scrutinies have shown that marking is being used effectively and children are responding appropriately. Verbal feedback during the session has proved to be very effective and has had a positive impact across the whole curriculum.</p>	Staff training

CPD for the use of Numicon and bar modelling to develop greater understanding of number	Inspire training	Children will be more confident in basic number skills Supports visual learners and helps all children to see patterns in number.	We need to continue with using Numicon in our EYFS and KS1. As the current cohorts in these key stages move through the school we should see a more secure grasp of number and less children with gaps in their number knowledge.	Staff training Numicon resources
ii. Targeted support				
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
Ensure pupils with SEND meet expected progress targets in reading, writing and maths. Ensure pupils with additional needs meet targets in passports to learning	Provide additional teaching provision from HLTA to children with SEN Provide additional TA support for children with SEN to deliver 1 -1 interventions CPD for TAs (attachment disorder, dyslexia, precision teaching, FFT)	Additional reading with a TA has given all of our PP children the opportunity to read aloud and talk about their reading 1:1 with an adult. In EYFS and KS1 100% of PP children with SEND made expected or better than expected progress in reading. In KS2 33% of our PP pupils with SEND made expected progress. Of those children who did not make expected progress 50% have an EHCP and 17% entered the academic year with no English). Phonics is still on ongoing issue for some pupils. Visits from authors, visit to the Bookshow at the Gatehouse and world book day encouraged lots of discussion about reading and has motivated children to read.	We need to continue with a wide range of reading activities and challenges in school to promote a love of reading and aid progression. Phonics interventions have been successful and the early intervention will impact on our KS2 data going forward.	Staffing costs Nessy online subscription. Funding school trip

iii Other approaches				
<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) or 1:1 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>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>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 reduced for targeted children who were previously at risk of further FTE.</p>	<p>We will continue with art nurture group, but also have a KS1 group. We will continue with SERL as a group intervention, but also look to offer more 1:1 support for our pupils identified as needing targeted mental health and wellbeing support.</p> <p>Roll out HOPE 1:1 provision fully as soon as possible.</p>	<p>Additional hours for staff to deliver 13 blocks of SERL and lunchtime clubs.</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>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.</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 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>Children enjoyed participating in out of school clubs and confidence grew.</p>	<p>Continue with SMSC assemblies and Jigsaw.</p> <p>Consider a wider range of activities to offer-maybe musical lessons to further enrich pupils' experiences and provide opportunities for children who may struggle academically to enjoy a wide range of activities and hopefully excel.</p> <p>Continue to be aspirational in our expectations of all our pupils.</p>	<p>External coaches</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>Children enjoyed workshop visitors and the linked activities brought topics to life and work produced was of a good standard and showed interest.</p>	<p>Continue to source interesting and aspirational visitors to meet our children. We need to continue to build relationships with local businesses and educational settings to ensure children are aware of all opportunities that are available.</p>	

8. Review of expenditure 2018-19

- Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned:	Cost:
-----------------	------------------------	-------------------	------------------	-------

Improved outcomes in reading, writing and maths for low attaining children eligible for PPG	<p>QFT in all classes all of the time.</p> <p>To use TAs to deliver 1-1 interventions Eg FFT, SOS spellings, precision teaching, plus 1, power of 2</p> <p>TAs to deliver intervention for small focus groups</p> <p>Class teachers to be accountable for all children's progress</p>	<p>PP children made effective progress in all areas of the curriculum. In reading, maths and writing 17% of children's end of year data was above their PAG.</p> <p>Excluding the PP children who are also on the SEND register (33%, of which 33% have an EHCP and a further is awaiting outcome of an EHCP assessment) 50% achieved expected or exceeded expected progress in reading, 58% in writing and 75% in maths.</p> <p>Interventions delivered were delivered consistently and monitored effectively.</p>	<p>Continue with precision teaching and SOS spellings.</p> <p>Continue with formal and informal meetings with TAs and class teachers to discuss and monitor effectiveness of interventions.</p>	Staffing costs-TA hours
All staff give effective verbal and written feedback to children	Continue to give effective and quality feedback to all pupils so that they know what they need to do to improve	<p>This has enabled staff to effectively address misconception within lessons which has directly had a positive impact on progress made.</p> <p>All children have the opportunity to respond to any feedback throughout the day which again addresses misconception early.</p>	Continue with Feedback and Marking policy.	
Learning needs will be identified quickly and acted upon.	Continue to monitor through SIMS.	Rigorous monitoring through SIMS and formal and informal discussions with SLT, Inclusion Leader, class teachers and teaching assistants has enabled learning needs to be identified and relevant interventions and support put in place.	<p>Continue to use SIMS to effectively monitor children's attainment and progress.</p> <p>Continue with formal and informal meetings with TAs and class teachers to discuss and monitor effectiveness of interventions.</p>	Staffing costs
iii. Targeted support				
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

<p>Ensure pupils with SEND meet expected progress targets in reading, writing and maths. Ensure pupils with additional needs meet targets in passports to learning</p>	<p>Small group interventions to provide additional support in English and Maths.</p> <p>Qualified teacher to run 1:1 and small group interventions in the afternoons</p> <p>Provide additional TA support for children with SEN to deliver 1 -1 interventions</p>	<p>PP children with SEND received lots of intensive interventions. Individual targets in Passports for learning and EHCP targets were met, and in 2 cases exceeded. One pupil has less than 75% attendance and still achieved phonics screening test due to high level of individualised support put in place.</p> <p>100% pupils were in line with PAG for reading, 83% in line with PAG for writing and 83% in line for maths. Non PP SEND pupils – 94% in line with PAG reading, 6% above. In writing 82% in line with PAG, 12% above PAG and 6% below. In maths 65% in line with PAG, 18% above and 18% below PAG.</p> <p>Only 1 pupil (who we are awaiting an EHCP decision for) did not make expected academic progress last year.</p> <p>Every other PP pupil with SEND made exceeded academic progress, except for 1 child who made expected progress in writing.</p>	<p>Interventions and support, especially for those with an EHCP has been very effective.</p> <p>Continue with small group and individual interventions and support.</p>	<p>Staffing costs to deliver interventions</p>
--	---	---	---	--

<p>Ensure the emotional well-being of children is met</p>	<p>Run the HOPE (Helping Our Pupil's Emotions) programme throughout the school to meet the emotional needs of our children. Engage with families and carers to build relationships, offer support and advice.</p>	<p>Targeted children who needed to access the HOPE programme have all made significant progress with being able to name and recognise their feelings and some have improved strategies to self-regulate their behaviours. Improved social skills and understanding of friendship skills and "rules" have reduced playtime issues (1 pupil still needs extensive support-awaiting EHCP outcome) Working closely and feeding back to parents has maximised impact.</p>	<p>Pupil voice for HOPE project very positive Parent feedback for HOPE very positive and has impacted on children at home as well as at school.</p> <p>Feedback from staff is positive-reduced playtime incidents resulting in less learning time resolving conflicts.</p> <p>Children feel more confident and able to approach their learning.</p> <p>Continue with daily check-ins for those children who require it and weekly HOPE sessions as required.</p>	<p>HOPE resources Staffing costs-attending training, delivering training to rest of staff, additional inset hours, delivering HOPE sessions, managing project</p>
<p>iii Other approaches</p>				

<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 HOPE (Helping Our Pupil's Emotions) to talk about their feelings.</p> <p>Children will have access to the Sensory Area with a member of staff as required for time out.</p> <p>Children will have access to lunch club activities if this is a difficult time for them.</p> <p>Lunch clubs will be quiet activities where group chat can be facilitated and group activities supported.</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>Targeted children who needed to access the HOPE programme have all made significant progress with being able to name and recognise their feelings and some have improved strategies to self-regulate their behaviours.</p> <p>Improved social skills and understanding of friendship skills and "rules" have reduced playtime issues (1 pupil still needs extensive support-awaiting EHCP outcome)</p> <p>Working closely and feeding back to parents has maximised impact.</p> <p>Lunch clubs were well received by children who struggle socially on the playground.</p> <p>LEGO club very well attended-children were able to talk, share and help each other facilitated by a member of staff.</p> <p>Sensory area used successfully by PP and non-PP children.</p>	<p>Sensory area to continue to be used on a timetabled and as required basis.</p> <p>HOPE to continue for check-ins and weekly sessions to address key issues.</p> <p>Art therapy club, LEGO club and a range of other "quiet" and facilitated clubs to continue.</p>	<p>Staffing costs-HOPE hours (training and delivering the sessions)</p> <p>Lunch club staffing</p>
<p>Children will have the opportunity to develop new skills and talents and encouraged to participate in extra-curricular clubs and activities</p>	<p>Specific children will have the opportunity to learn how to play the guitar.</p> <p>Children will access trips to enrich the curriculum and try new experiences and challenges through residential activities.</p>	<p>The guitar club has been very successful. Children have enjoyed it immensely and it has been evident how much the shy members of the group have grown in confidence.</p> <p>One pupil in particular has loved the lessons and chose "guitar time" as his reward linked to completing his work.</p>	<p>Pupil voice was very positive.</p> <p>Parent feedback positive.</p> <p>Staff have fed back that children have grown in confidence.</p> <p>Guitar club to continue.</p>	<p>Staffing costs</p> <p>Cost of residential for Y6 pupils</p> <p>SMS tuition costs</p>