



# St. Leonard's Primary School

## 3-year long-term pupil premium strategy

This strategy is based on the long-term approach to pupil premium planning recommended by the DfE and the Education Endowment Foundation (EEF).

### Our philosophy

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SDP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

### Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring an 'outstanding' teacher is in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most

### Barriers to future attainment

Academic barriers to attainment	Non-academic barriers to attainment
Low levels of literacy	Lack of focus and confidence due to poor mental health and wellbeing
Poor language and communication skills	Social interaction and difficulty with peers
'Outstanding' teaching not present in every classroom	Difficult independent learning behaviours
A variety of special educational needs	Poor attendance

### Our implementation process

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

We will:

## **Explore**

- Identify a key priority that we can address
- Systematically explore appropriate programmes and practices
- Examine the fit and feasibility with the school

## **Prepare**

- Develop a clear, logical and well-specified plan
- Assess the readiness of the school to deliver the plan
- Make practical preparations

## **Deliver**

- Support staff and solve any problems using a flexible leadership approach
- Reinforce initial training with follow-on support
- Monitor delivery and adaptation of interventions

## **Sustain**

- Plan for sustaining and scaling the intervention from the outset
- Continually acknowledge, support and reward good implementation practices

## **Our tiered approach**

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Teaching
2. Targeted academic support
3. Wider strategies

Within each category, we have chosen three interventions. This focussed approach ensures the best chance of success for each intervention.

### **Quality of teaching**

1. Professional development: Individual feedback following regular monitoring of all subjects to support teachers but with a particular emphasis on literacy and vocabulary
2. Support for early career teachers to enable them to effectively plan for the needs of all pupils
3. **Targeted academic support**
  1. Structured interventions: Introducing vocabulary interventions for pupils with poor oral language and communication skills
  2. Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations

## Wider strategies

1. HOPE project: Providing support for those pupils with social emotional and mental health needs
2. Curriculum enrichment to help close Cultural Capital gaps

## Our review process

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually.

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions. (PAG)

The progress of pupils in receipt of the PPG is regularly discussed with subject teachers.

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The headteacher is responsible for ensuring a pupil premium strategy is always in effect.

## Accountability

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.

The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions.

The school publishes its strategy for using the pupil premium on the school website.

The school publishes a link to the school and college performance tables and the schools' performance tables page on the school website.

## Our funding

Funding summary: Year 1					
Total number of pupils	199 (219 including nursery)	PPG received per pupil	£1320 x £2300 x £300 x 1 EYPP x	Indicative PPG as advised in School Budget Statement	£ TBC

		Number of pupils eligible for PPG	TBC	Actual PPG budget	£ TBC
Funding estimate: Year 2					
Estimated pupil numbers					
Estimated number of pupils eligible for PPG					
Estimated funding	£				
Funding estimate: Year 3					
Estimated pupil numbers					
Estimated number of pupils eligible for PPG					
Estimated funding	£				

## Intervention planning in full

Intervention:	<b>Professional development: Individual feedback following regular monitoring of all subjects to support teachers but with a particular emphasis on literacy and vocabulary</b>		
Category:	<b>Quality of teaching</b>		
Intended outcomes:	<b>Improve the quality of teaching and have an 'outstanding' teacher in every classroom by the end of year 3</b>	Success criteria:	<b>Every teacher has been judged 'outstanding' by internal assessment</b>
Staff lead:	<b>Curriculum leads and SLT</b>		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Curriculum leads will attend network meetings and training and will cascade back to all staff through staff meetings to ensure all teaching staff are kept fully up to date on best practice and curriculum knowledge.</p> <p>Priorities for learning will be established in liaison with their line manager and take into consideration any performance management or monitoring feedback. Cover will be provided where necessary.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p>	<p>Annual review notes:</p>	<p>Final review notes:</p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>

Anticipated expenditure	Year 1	£	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
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	Total actual expenditure:	£				

<b>Intervention:</b>	<b>Support for early career teachers to enable them to effectively plan for the needs of all pupils</b>		
<b>Category:</b>	<b>Quality of teaching</b>		
<b>Intended outcomes:</b>	<b>To have an 'outstanding' teacher in every classroom by the end of year 3</b>	<b>Success criteria:</b>	<b>Every teacher has been judged 'outstanding' by internal assessment</b>
<b>Staff lead:</b>	<b>SLT and Mentors (NQTs)</b>		
<b>Implementation</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
	<p>How we will implement this intervention in year 1:</p> <p>NQTs will attend network meetings and training to ensure they are kept fully up to date on best practice and develop curriculum knowledge.</p> <p>Priorities for learning will be established in liaison with their mentor and take into consideration any monitoring feedback. Cover will be provided where necessary</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

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	Total actual expenditure:	£				

Intervention:	<b>Structured interventions: Introducing vocabulary interventions for pupils with poor oral language and communication skills</b>		
Category:	<b>Targeted academic support</b>		
Intended outcomes:	To improve vocabulary and language skills to close the gap between pupils and their non PP peers	Success criteria:	Children will have increased vocabulary enabling them to join in class discussions and access more text.
Staff lead:	<b>Anita Hensley</b>		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Targeted children will receive small group or 1:1 oral language interventions such as additional opportunities to read with an adult, text comprehension activities as well as provision of additional resources and time to explore new topic vocabulary.</p> <p>Structured language programmes (WellComm, and SALT programmes) will be used to develop speech and language skills, and programmes such as Theraplay and HOPE will be used to develop communication and social interaction difficulties.</p> <p>Our Philosophy for children approach in school will also support additional language opportunities.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

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	Total actual expenditure:	£				

<b>Intervention:</b>	<b>Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations</b>		
<b>Category:</b>	<b>Targeted academic support</b>		
<b>Intended outcomes:</b>	To improve English and maths skills to close the gap between pupils and their non PP peers	<b>Success criteria:</b>	Targeted children will make at least expected progress in reading, writing and maths. Children not on the SEND register will achieve at least ARE
<b>Staff lead:</b>	<b>Anita Hensley</b>		
<b>Implementation</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
	<p>How we will implement this intervention in year 1:</p> <p>Children will be supported through timetabled small group intervention to address gaps in reading, writing, spelling and grammar and maths. Children will have specific targets and evidence based programmes such as precision teaching, Family Fischer Trust, SOS spellings, Plus 1 and Power of 2 will be used. Progress made with interventions will be closely monitored and programmes will be adapted as required.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

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Intervention:	<b>HOPE project: Providing support for those pupils with social emotional and mental health needs</b>		
Category:	<b>Wider strategies</b>		
Intended outcomes:	Children have increased self-esteem and resilience and are able to talk about their feelings. They are able to name and regulate their feelings (with support if required)	Success criteria:	Reduction in disruptive behaviour in class and playtime incidents. Children speak positively about playtime and peer relationships.
Staff lead:	<b>Anita Hensley</b>		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Targeted children will have a specific 1:1 programme through the HOPE project (Helping Our Pupil's Emotions) as well as daily check-ins (as required dependant on the individual). Some children will attend weekly small group sessions (ie anger management, anxiety, social skills). Some children may access all 3 if needed.</p> <p>HOPE sessions will be timetabled and there will be a designated lunchtime every week for children to access if they choose to.</p> <p>Targets will be set and children will also receive emotion coaching to enable them</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

	<p>to name and understand the feelings they are experiencing. Regular feedback with home (as appropriate) as well as supporting the family will increase the impact of the intervention.</p> <p>Regular training to upskill staff (including lunchtime supervisors) about mental health and strategies and intervention to support our pupils will lead to a supportive, whole school ethos where children are supported to talk about their feelings and all staff understand that behaviour is communication and try and get to the root of the issue. (Emotion coaching to be further developed in school)</p> <p>(St Leonard's to be recognised as a Staffordshire Trauma Informed and Attachment Aware school)</p>		
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	Total actual expenditure:	£				

Intervention:	Curriculum enrichment to help close Cultural Capital gaps		
Category:	<b>Wider strategies</b>		
Intended outcomes:	Children will attend a wide range of clubs, trips and activities to enrich their school curriculum and enhance life experiences resulting in increased confidence and self-esteem	<b>Success criteria:</b>	Attendance by PP will be consistent and pupil voice will be positive, parent and staff feedback will evidence increased confidence and self-esteem
Staff lead:	<b>Anita Hensley</b>		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>A wide range of activities, clubs and sporting competitions will be on offer at lunch time and after school. (LEGO club, art therapy, colour and chat, recorders, construction gardening, games, choir) Targeted children will also have the opportunity to learn to play the guitar with an after school provider.</p> <p>PPG will be used to pay for all trips and external visitors to school including the Y6 residential trip to close the cultural gap and ensure that all children can talk about the same life experiences they have shared upon return to school.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

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	Total actual expenditure:	£				