

Pupil premium strategy statement (Primary)

1. Summary information					
School	Leonard Stanley C of E Primary School				
Academic Year	2017/18	Total PP budget	£35,080	Date of most recent PP Review	Nov 2017
Total number of pupils	207	Number of pupils eligible for PP	33	Date for next internal review of this strategy	Apr 2018

2. Current attainment at the end of KS2		
	<i>Pupils eligible for PP (5 pupils)</i>	<i>All Pupils (national average)</i>
% achieving expected level in reading, writing and maths	60	61
% achieving expected level in reading	80	71
% achieving expected level in writing	60	76
% achieving expected level in maths	80	75

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.	Poor academic skills – PP children are not in line with their peers in attainment. 18% of PP children are also on the SEN register. These children face multiple barriers to learning – both environmental and academic - meaning they arrive at school not ready to learn. The physiological and safety needs at the base of Maslow’s hierarchy are rarely adequately met. Family circumstances are often complicated with multiple agencies involved and education is not always viewed as a priority.
B.	Low engagement/lack of resilience/Self esteem
C.	Behaviour issues for a small group of pupils (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Long term social care interventions including lack of parental involvement and support for their child’s academic progress. Limited real world enrichment experiences restricts the children’s ability to apply any learning from school to the real world or from the real world to school.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	For the gap to narrow between PP and non-PP pupils. Pupil Premium children also on the SEN register will actively engage in their learning and come to school ready to learn, addressing many of their multiple barriers to learning – they will make progress against their MyPlan targets and their year-start baselines	Progress and attainment rise in line or above the cohort average

B.	Children are able to face challenges (including test situations) positively and work without adult support	Progress and attainment rises rapidly in line or above the cohort average
C.	Behaviour issues have been addressed	There are fewer incidents of disruptive incidents
D.	To support pupils via a range of stimulating before/afterschool activities.	Children make at least expected progress using the support from school, family and other external agencies

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?
A. For the gap to narrow rapidly between PP and non-PP pupils	Class teacher support for small groups rotated with TA support – quality first teaching	Collaborative learning - structured approaches with well-designed tasks lead to the greatest learning gains.(EEF)	Analysis of data for progress and attainment with teaching staff and TAs (SPTO training £400) + Supply @ £225 and Supply cover for Data Day (£450) In line with Performance Management cycle Total Expenditure £1075	AG All CTs	Pupil progress meetings – Nov 17, Feb 18, June 18.
B. Children are able to face challenges (including test situations) positively and work without adult support	Changes to planning to ensure children have time to be supported and then try to tackle tasks independently	Changes to the curriculum – depth not breadth. Whole school action to support using and applying maths and working independently. EEF toolkit suggests mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches.	Support from maths CPD (maths subject leader/Yr 6 teacher) Whole school staff training Investigate new resources to support independent test style tasks £650 Staff meetings and focussed observations and visual displays	AB	Jan 18, July 18
	One Pupil will attend the 'Able Maths Day' on 22 nd March 18.	The pupil will take part in exciting, age appropriate problem solving activities.	The pupil will be able to use the strategies learnt in class. (£30)	AG	June 18
Total budgeted cost					£1755
ii. Targeted support					
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?
A For the gap to narrow rapidly between PP and non-PP pupils	Targeted interventions to narrow the gap, led by TAs Nessy Intervention @ £731	Successful reading and maths interventions carefully select activities for pupils according to their capabilities. (Nessy, Wellington Square, Reading Eggs, SALT, Phonics booster, SPAG, maths catch up).	Intervention Timetable Detailed provision map for disadvantaged pupils. Monitoring meetings 6 weekly disadvantaged	SH	Dec 17, March 18, June 18

		Small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three.(EEF toolkit) Internal tracking of disadvantaged pupils progress has identified specific disadvantaged pupils not making the expected progress.	pupils progress each assessment period. SENDCO to ensure that interventions are appropriate to the pupil's needs. Interventions monitored by SENDCO. Nessy Software @ £731		
A For the gap to narrow rapidly between PP and non-PP pupils	One pupil to receive Play Therapy	Play Therapy sessions x1 per week.	Play Therapist to write a report to let SENDCO/HT know the outcomes. £700	AG Celia Brayshaw (Play Therapist)	April 18
B Pupil with Dyslexia will gain confidence and skills/strategies to enable her access the curriculum.	Pupil will receive 1 hours teaching once a week from a specialist dyslexia teacher (in school) Clicker7	Small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three.(EEF toolkit)	Integrating the pupil into the class environment, where she can feel comfortable and develop confidence and self-esteem.	Wendy Hawkins – Dyslexia Teacher @ £1115	Termly
C Behaviour issues have been addressed	Consistent use of school behaviour policy. All staff to review policy at the beginning of the school year. New staff to understand policy as part of induction Regular meetings with parents Social Stories Interventions led by TAs	Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours (EEF) Incidents of poor behaviour reflect the success of this consistent use.	Cause for concerns staff meeting agenda item raises any behaviour issues. Behaviour diary kept in Staffroom.	All staff to monitor	Termly

Total budgeted cost £28030.75

iii. Other approaches

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?
C.Behaviour issues have been addressed	Social Interventions – Social Stories Led by TAs Chat Club	Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning.	Intervention Timetable Detailed provision map for disadvantaged pupils Monitor impact through review meetings and red card incidents SENDCO to monitor the interventions. Academic progress to improve	AG/SH	Termly
D To support pupils via a range of stimulating	Children will attend the After School Club to enrich their learning and social	The children will be provided with an enriching afterschool learning experience.	Monitor attendance at After School Club Cost £4563	AG/SH	Jan 18, April 18, July 18

before/afterschool activities.	experiences and give them breakfast	When the children have concrete examples of contexts, they are better able to concrete on the skills they are being asked to produce			
Total budgeted cost					£5294.25
6. Review of expenditure					
Previous Academic Year		2016/17			
i. Quality of teaching for all					
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	
PP children to make accelerated progress.	TA support Providing 1:1 and small group support for PP children. Diagnostic test, Nesy, Clicker5, dictionaries.	Closing gap data showed rates of progress compared to non PP children was improving and the gap closing.	To target specific groups and to monitor impact through teacher and summative assessments.	£29000 £2000	
To ensure that all PP can access extra-curricular and curriculum enrichment activities.	Trips Swimming PGL visit (Y6)	To ensure all children have access to additional educational opportunities.	Children are able to access activities alongside their non-PP peers.	£800	
To raise the achievement of PP children in English and Maths.	One to one and small group interventions Use of spelling programmes – Nesy, Clicker 7	Purchase the services of the Educational Psychologist/outreach services	To target specific groups and to monitor impact through teacher and summative assessments.	£2000	
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	
Improving personal development, engagement, self-esteem, confidence and wellbeing	Enable PP children to attend Breakfast and OOSC. Art materials purchased for child in care with significant social issues School milk purchased	Children are looked after and are able to access out of school activities to enrich their learning experiences. The art material have had a positive impact although behaviour is still a huge issue. Children are receiving school milk to support their health and well being.	Children are accessing extra-curricular activities. We will continue to support the children with out of school activities.	£300 £200 £300	

