

Pupil Premium Strategy Statement (primary)

1. Summary information					
School	Leonard Stanley C of E Primary School				
Academic Year	2018/19	Total PP budget	£45,020	Date of most recent PP Review	Sept 18
Total number of pupils	211	Number of pupils eligible for PP	37	Date for next internal review of this strategy	March 19

2. Current attainment at the end of KS2 (Data from July 18)		
	<i>Pupils eligible for PP (8 pupils – 3 of the pupils are SEND (1 pupil was disapplied and 1 was absent))</i>	<i>All Pupils (national average)</i>
% achieving expected level in reading, writing and maths	25%	64%
% achieving expected level in reading	37.5%	75%
% achieving expected level in writing	25%	78%
% achieving expected level in maths	25%	76%

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. 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
C.	Behaviour issues for a small group of pupils 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>
A.	For the gap to narrow between PP and non-PP pupils. Pupil Premium children will actively engage in their learning and come to school ready to
	<i>Success criteria</i>
	Progress and attainment rise in line or above the cohort average

	learn, addressing many of their multiple barriers to learning – they will make progress against their year-start baselines	
B.	To Identify the barriers to learning and provide teaching opportunities to overcome these	Progress and attainment rises rapidly in line or above the cohort average
C.	Behaviour issues have been addressed - LEGO PLAY THERAPY	There are fewer incidents of disruptive incidents. Children's self esteem issues are addressed.
D.	To support pupils via a range of activities. (Visits, residential, swimming)	Children make at least expected progress using the support from school, family and other external agencies
E.	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

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?
A. Pupil Premium children 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 year-start baselines	Class teacher support for small groups rotated with TA support – quality first teaching TA salaries	Collaborative learning - structured approaches with well-designed tasks lead to the greatest learning gains.(EEF) All classes have a TA to support the learning and teaching. TA Salaries - £20,000 SLT – planning scrutiny/lesson observations to look at rotation of HQFT/TA support/Boosters – 9 days supply costs (1 per term for AB, CB, EM) – (£1350) Advisory Teaching Service Twilight training – ‘Teacher Skills for meeting Special Educational Needs in the Classroom: Quality First Teaching, and Differentiation’ Cost £375	Lesson obs Planning scrutiny to look for rotation of TAs/CT 9 days supply (3 per term)	SLT	SLT Meetings X3 times per year (autumn, spring, summer).
B. To Identify the barriers to learning and provide teaching opportunities to overcome these in maths.	Changes to planning to ensure children have time to be supported, and are able to use resources when needed Use of Numicon resources throughout the school	100% of teaching and learning in lessons is judged good or better based on impact on pupil attainment and progress, in maths Whole school Numicon Training INSET day – 7 TH Jan 2019 Cost – £1000 Numicon resources - £300 Online Numicon resource - £200	Work scrutiny, planning scrutiny. Lesson observations – AG/SH x2 (Spring and Summer term)	AG/SH	March 19 June 19
Total budgeted cost					£23225

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?
<p>A/B PP children's reading and maths improves in line with non-pp children. There is accelerated progress to narrow the gap in attainment.</p> <p>To reduce the adult / child ratio so that a greater amount of time and support can be channelled to those children of greatest need.</p>	<p>Targeted interventions to narrow the gap, led by TAs</p> <p>Additional TA support within classes during lessons to reduce the adult / child ratio and to raise attainment</p>	<p>Successful reading and maths interventions carefully select activities for pupils according to their capabilities. 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)</p> <p>(Nessy, Wellington Square, SALT, Numicon Intervention, Fizzy intervention, Precision Teaching Intervention).</p> <p>TAs to have Precision Teaching training led by an EP. Cost - £1000 Nessy - £500</p> <p>Additional TA x15 hours per week - £5370</p>	<p>Intervention Timetable Detailed provision map for disadvantaged pupils. Monitoring meetings 6 weekly disadvantaged pupils progress each assessment period. SENDCO to ensure that interventions are appropriate to the pupil's needs. Interventions monitored by SENDCO. SENDCO to monitor data and intervention impact after each assessment week.</p>	SH	Dec 18, March 19, June 19
<p>C Children have a good level of self-esteem both socially and academically</p> <p>Children have poor behaviour, low confidence, anxiety, low ambitions and low self esteem</p>	<p>Identified Pupils to receive Lego Play Therapy</p> <p>Identified pupils to have weekly sessions (12) with Elite Commandos to build pupils self-discipline, courage, determination and resilience.</p>	<p>Some of the children need focussed work to develop self-esteem often developed due to external home life issues.</p> <p>Lego Play Therapy sessions x2 per week. SENDCO to receive Lego Play Therapy training £295 (2 days) (12/13 Nov 18) Purchase Lego resources (£200) Purchase Thera-Build Book (£16)</p> <p>Elite Commando sessions Cost - £2500</p>	<p>SENDCO to lead a Thera-Build group for targeted pupils.</p> <p>Cause for concerns staff meeting agenda item raises any behaviour issues.</p>	SH	Jan 19 April 19 July 19
Total budgeted cost					£9881

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?
D To support pupils via a range of stimulating activities.	Children will attend school visits/residential	The children will be provided with an enriching learning experience. When the children have concrete examples of contexts, they are better able to concrete on the skills they are being asked to produce Milk – cost £150 Swimming – cost £630 PGL – cost £3000 School visits – cost £1500	CTs to give feedback on the impact of experiences	AG/SH	Jan 18, April 19, July 19
E	Children will attend Breakfast club and after school club	The children will be provided with an enriching afterschool learning experience. When the children have concrete examples of contexts, they are better able to concrete on the skills they are being asked to produce Costs - £7134	Monitor attendance at After School Club	SH/CE	Jan 19, April 19, July 19
Total budgeted cost					£12414
Total Cost - £45020					

Review of expenditure				
Previous Academic Year		2017/18		
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
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) SLT received (SPTO training £400) + Supply @ £225 and Supply cover for Data Day (£450) All lessons were observed to be GOOD or better by HT. SLT monitored the data using SPTO and the End of year Data showed that: Maths – All pupils made on average 3.2 progress points. PP pupils made on average 3.4 progress points. Writing – All pupils made on average 3.4 progress points PP pupils made on average 3.5 progress points. Reading – All pupils made on average 3.4 progress points. PP pupils made on average 2.8 progress points. All children received HQFT with TA support in class.	Class teachers will continue to have TA support in class. Pupils will continue to be taught in small groups by the Class Teacher and TA in rotation.	£1075
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 HQFT in class. One Pupil will attend the 'Able Maths Day' on 22 nd March 18.	Whole school action to support using and applying maths and working independently. Maths resources were purchased – Whole school staff meeting led to changes in maths lessons (2 lessons per day, in order for the children to extend their knowledge or repeat in order to access). IMPACT of Maths End of year Data (July 18) – Non PP children made on average 3.2 progress points. PP children made on average 3.4 progress points. The pupil took part in exciting appropriate problem solving activities aimed at Able Pupils	Maths lessons - 2 per day to reinforce/ extend learning from the morning session is now being introduced throughout the school. This will be evidenced on planning and scrutinised by Maths Subject Leader.	£680
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
A For the gap to narrow rapidly between PP and non-PP pupils	Targeted interventions to narrow the gap, led by TAs	Successful reading and maths interventions carefully selected activities for pupils according to their capabilities. (Nessy, Wellington Square, Reading Eggs, SALT, Phonics booster, SPAG, maths catch up). In discussion with SENDCO and class teachers,	Interventions will continue to be taught and reviewed every term. Class Teachers will be doing Baseline Testing during week 2 (Autumn term) and will target specific children for interventions.	Nessy Software @ £731

	Nessy Intervention @ £731	<p>SENDCO monitored the interventions to ensure that they are appropriate to the pupil's needs.</p> <p>Detailed provision map for disadvantaged pupils.</p> <p>TAs evaluated the impact of the Interventions and gave termly to SENDCO/CTs.</p> <p>Maths – All pupils made on average 3.2 progress points.</p> <p>PP pupils made on average 3.4 progress points.</p> <p>Writing – All pupils made on average 3.4 progress points</p> <p>PP pupils made on average 3.5 progress points.</p> <p>Reading – All pupils made on average 3.4 progress points.</p> <p>PP pupils made on average 2.8 progress points.</p>	TAs will continue to complete intervention impact sheets and give to SENDCO/CT every term.	Interventions (TAs) – £25484.75
A For the gap to narrow rapidly between PP and non-PP pupils	One pupil to receive Play Therapy	The pupil was receiving weekly Play Therapy, which he responded well to. Pupil left our school on 09/02/2018	Pupil left 09/02/2018	£700
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)	<p>The pupil integrated into the class environment, where she felt comfortable and developed confidence and self-esteem.</p> <p>The pupil has made good progress.</p> <p>Wendy Hawkins (Teacher) attended a progress review in July 18, and was very pleased with her progress.</p> <p>SATS score – Reading scaled score 110. SPAG scaled score – 103.</p> <p>Pupil feels ready to begin in Y7 and will be able to access the Y7 curriculum using skills taught by the Dyslexia Teacher.</p>	Pupil is moving to Y7 in September 2018	£1115
C Behaviour issues have been addressed	<p>Consistent use of school behaviour policy.</p> <p>All staff to review policy at the beginning of the school year. New staff to understand policy as part of induction</p> <p>Regular meetings with parents</p> <p>Social Interventions – Social Stories Led by TAs</p> <p>Chat Club</p>	<p>All children, staff and parents are aware of the new behaviour policy</p> <p>The behaviour policy has been fully implemented into school.</p> <p>Staff have received training from SLT on the new behaviour policy. Behaviour champions are celebrated in school assembly on Fridays.</p> <p>Social stories interventions are happening weekly in KS2 led by Mrs Hill.</p> <p>Pupils are responding well to the Social interventions and are beginning to recognise their emotions and how they can regulate them. There are less red/yellow cards incidents for these pupils.</p>	<p>Social Stories to continue for identified children.</p> <p>Social Interventions will continue for targeted pupils.</p>	See A.
C.Behaviour issues have been addressed	Social Interventions – Social Stories Led by TAs Chat Club	We have seen improved social, emotional and mental health for the pupils taking part in the social interventions.	Social Interventions are having a positive impact on pupils. This will continue for targeted pupils.	
D To support pupils via a range of stimulating before/afterschool activities.	Children will attend the After School Club to enrich their learning and social experiences and give them breakfast	The pupils are regularly attending the After School Club and are integrating well in class. The children are coming into school ready to learn as a result of attending Breakfast Club and eating a healthy breakfast. Skills for life taught to children who attend e.g. laying the table, washing up Pupils confidence in conversation skills has increased Pupils are ready to learn.	This will continue in 18-19	£4563

