

Pupil Premium Strategy Statement 2019/2020

| 1. Summary information | | | | | |
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| School | Leonard Stanley C of E Primary School | | | | |
| Academic Year | 2019/20 | Total PP budget | £38160 | Date of most recent PP Review | Sept 19 |
| Total number of pupils | 201 | Number of pupils eligible for PP | 31 | Date for next internal review of this strategy | March 20 |

| 2. Current attainment at the end of KS2 (Data from July 18) | | |
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| | <i>Pupils eligible for PP</i> | <i>All Pupils (national average)</i> |
| % achieving expected level in reading, writing and maths | 33% | 65% |
| % achieving expected level in reading | 44% | 73% |
| % achieving expected level in writing | 78% | 78% |
| % achieving expected level in maths | 56% | 79% |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
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| 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 | | |
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| | <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 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 | Progress and attainment rise in line or above the cohort average |

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| B. | Behaviour issues have been addressed – Families/pupils feel supported – FSW Parents are supported to become more involved with their children especially supporting homework tasks | Children’s self-esteem issues are addressed. Children and families feel supported. |
| C. | 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 |
| 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 | | | | | |
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| Academic year | 2019/20 | | | | |
| 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. | Lesson obs Planning scrutiny to look for rotation of TAs/CT | SLT | SLT Meetings X3 times per year (autumn, spring, summer). |
| Total budgeted cost | | | | | £20,000 |
| 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? |

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| <p>A PP children's reading and maths improves in line with non-pp children. There is accelerated progress to narrow the gap in attainment. 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 selected 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) Additional TA x15 hours per week - £5370 supporting pupils in school to raise attainment in English/Maths.</p> | <p>Intervention Timetable Detailed provision map for disadvantaged pupils. 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> | <p>SH</p> | <p>Dec 19, March 20, June 20</p> |
| <p>A1. 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>Staff training – interventions to narrow the gap</p> <p>Purchase reading interventions to improve reading – this is linked to whole school reading focus</p> | <p>Successful reading and maths interventions carefully selected activities for pupils according to their capabilities. £670</p> | <p>SENDCO/SLT to look at PP Data x3 year</p> | <p>SH/CB</p> | <p>Dec 19, March 20, July 20</p> |

| <p>B 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>Family worker appointed to work weekly directly from school x1 day per week.</p> <p>Family worker to support families with issues at home and/or school.</p> <p>Family worker and school to signpost through the Early Help support.</p> | <p>Some of the children need focussed interventions to develop self-esteem and social and emotional learning often developed due to external home life issues. These Interventions 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.</p> <p>Cost £4000</p> | <p>SEND/CO/HT to monitor impact.</p> <p>FSW to feedback any concerns to staff members</p> | <p>SH</p> | <p>Dec 19 April 20 July 20</p> |
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| Total budgeted cost | | | | | £10,040 |
| 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? |
| <p>C To support pupils via a range of stimulating activities.</p> | <p>Children will attend school visits/residential</p> | <p>The children will be provided with an enriching learning experience.</p> <p>When the children have concrete examples of contexts, they are better able to concrete on the skills they are being asked to produce</p> <p>Milk – £200</p> <p>Swimming/School visits/PGL – cost £2500</p> | <p>CTs to give feedback on the impact of experiences</p> | <p>HT SH</p> | <p>Jan 19 April 20 July 20</p> |
| <p>D</p> | <p>Children will attend Breakfast club and after school club</p> | <p>The children will be provided with an enriching afterschool learning experience.</p> <p>When the children have concrete examples of contexts, they are better able to concrete on the skills they are being asked to produce</p> <p>Costs - £ 5420</p> | <p>Monitor attendance at After School Club</p> | <p>SH/ CE</p> | <p>Jan 19 April 20 July 20</p> |
| Total budgeted cost | | | | | £8120 |
| Total Cost - £38160 | | | | | |

| Review of expenditure | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Previous Academic Year | | 2018/19 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 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 | <p>Class teacher support for small groups rotated with TA support – quality first teaching</p> <p>Advisory Teaching Service Twilight training – ‘Teacher Skills for meeting Special Educational Needs in the Classroom: Quality First Teaching, and Differentiation’</p> | <p>All lessons were observed to be GOOD or better by HT.</p> <p>Pupil Progress Meetings – vulnerable pupils discussed – this took place in November and March with HT/Class teachers</p> <p>Interventions are monitored every 6 weeks and changed/continued if necessary – impact sheets given to SENDCO</p> <p>All staff and TAs attended the Advisory Teaching Service Twilight training – ‘Teacher Skills for meeting Special Educational Needs in the Classroom: Quality First Teaching, and Differentiation’</p> <p>SH observed TAs – 25/26 Nov 18 – TAs were supporting different pupils ‘helicopter’ support as training suggested</p> | TA support will continue throughout the year 19/20 | | | | | | | | | | | | | | | | | | | | | | | | | |
| C. To Identify the barriers to learning and provide teaching opportunities to overcome these in maths. | <p>Changes to planning to ensure children have time to be supported, and are able to use resources when needed</p> <p>Use of Numicon resources throughout the school</p> <p>Whole school Numicon Training INSET day – 7TH Jan 2019. Numicon resources bought</p> | <p>Maths lesson obs (End of Nov) show maths lessons to be good or better.</p> <p>Numicon is now being used in all classes – will look for use of Numicon in TA obs in March (if applicable)</p> <p>KS1 Progress Data for Maths –</p> <ul style="list-style-type: none"> end of Autumn 1 term – end of Spring 1 term <table border="0"> <tr> <td>Expected</td> <td>Accelerated</td> <td>Slower</td> </tr> <tr> <td>50%</td> <td>13%</td> <td>37%</td> </tr> </table> <ul style="list-style-type: none"> end of Spring 1 term to end of Summer term <table border="0"> <tr> <td>Expected</td> <td>Accelerated</td> <td>Slower</td> </tr> <tr> <td>57%</td> <td>14%</td> <td>28%</td> </tr> </table> <p>KS2 Progress Data for Maths –</p> <ul style="list-style-type: none"> end of Autumn 1 term – end of Spring 1 term <table border="0"> <tr> <td>Expected</td> <td>Accelerated</td> <td>Slower</td> </tr> <tr> <td>43%</td> <td>57%</td> <td>-</td> </tr> </table> <ul style="list-style-type: none"> end of Spring 1 term to end of Summer term <table border="0"> <tr> <td>Expected</td> <td>Accelerated</td> <td>Slower</td> </tr> <tr> <td>58%</td> <td>11%</td> <td>32%</td> </tr> </table> | Expected | Accelerated | Slower | 50% | 13% | 37% | Expected | Accelerated | Slower | 57% | 14% | 28% | Expected | Accelerated | Slower | 43% | 57% | - | Expected | Accelerated | Slower | 58% | 11% | 32% | Numicon will continue to be used throughout school | |
| Expected | Accelerated | Slower | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 50% | 13% | 37% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Expected | Accelerated | Slower | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 57% | 14% | 28% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Expected | Accelerated | Slower | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 43% | 57% | - | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Expected | Accelerated | Slower | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 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) | |
| <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>Interventions are monitored every 6 weeks and changed/continued if necessary – impact sheets given to SENDCO</p> <p>40 pupils are consistently using Nussy to help them with reading/writing. 37/40 pupils have made progress against the initial assessments for reading and spelling.</p> <p>Additional TA x15 hours per week - to supports maths in school for PP pupils (across 6 classes in school (not R)). Teachers have fed back that having an extra adult in the class is helping the children with their learning. Observation by SENDCO in April.</p> | <p>Targeted interventions will continue – these will be planned according to the needs of the children. The interventions will be reviewed every 6 weeks.</p> <p>The school will continue to fund an additional TA for 15 hours a week to support targeted pupils.</p> | <p>Cost - £23225</p> |
| <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 - Lego Play Therapy sessions x2 per week. SENDCO to receive Lego Play Therapy training (2 days) (12/13 Nov 18) Purchased Lego resources</p> <p>Identified pupils to have weekly sessions (12) with Elite Commandos to build pupils self-discipline, courage, determination and resilience.</p> | <p>Two Therapeutic Lego sessions started in Jan 19 – response is positive so far. March – the children in the two groups are responding well and their self-esteem is increasing. They are happy to create something, discuss their feelings and work together when applicable. There are less behaviour issues reported throughout the week. There are less behaviour issues reported.</p> <p>Vulnerable pupils/Cause for concerns are now a regular agenda item at staff meetings to raise any behaviour issues.</p> <p>The teacher of the class that had the Mini Marines fed back to say that the whole class' mindset changed. The children are more resilient, are working as a team and are getting very few orange/red warnings for poor behaviour.</p> <p>Detention Monitoring shows that there has been a decrease in detentions</p> | <p>Therapeutic Lego sessions will continue in 19/20</p> | <p>Cost - £9881</p> |
| <p>D To support pupils via a range of stimulating activities.</p> | <p>Children will attend school visits/residential</p> <p>The children are 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. We contribute to: Milk Swimming PGL School visits</p> | <p>The children are provided with an enriching learning experience. The children are attending the school visits, along with their peers. We pay half of the costs towards PGL residential for the Y6 PP pupils. We pay for school milk so that the children maintain a healthy diet. We also pay for school swimming. All of this ensures that the children feel part of the class. The money enables them to access the 'extra-curricular' activities.</p> | <p>This will continue in 19/20</p> | <p>Cost - £12414</p> |

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| E | Children will attend Breakfast club and after school club | The children are provided with an enriching before/afterschool learning experience. SENDCO and Mrs Evans monitor the PP attendance for Before and After School Club. The pupils are regularly attending the Before/After School Club are integrating well in class and they are ready to learn. 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. Pupil's confidence in conversation skills has increased. | This will continue in 19/20 | |
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