

Pupil Premium Strategy Statement - September 2021 to July 2022

School overview

Metric	Data
School name	Leonard Stanley C of E Primary School
Pupils in school	196
Proportion of disadvantaged pupils	12.2%
Pupil premium allocation this academic year	£30,090
Academic year or years covered by statement	2021-2022
Publish date	September 2021
Review date	July 2022
Statement authorised by	Andrew Green
Pupil premium lead	Sarah Howard
Governor lead	Dean Ackland

Disadvantaged pupil progress SATs scores for last academic year – NONE DUE TO COVID-19

Measure	Score
Reading	
Writing	
Maths	

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	75%
Achieving high standard at KS2	75%

Measure	Activity
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 (based on the most vulnerable cohorts).

Family worker to support families with issues at home and/or school.	Family worker appointed to work weekly directly from school x1 day per week.
Barriers to learning these priorities address	These children can 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. Disadvantaged pupils who have specific academic requirements need individual support in order to achieve their potential in maths, writing and spelling, whether this as at a higher, middle or lower ability. The classroom experience is not enough to consolidate skills that need extra time, different phrasing and more practice than the 'average' pupil for pupils who are disadvantaged.
Projected spending	£23800
Measure	Activity
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	Children will attend Breakfast club and after school club
Children will maintain a healthy diet	We will pay for school milk.
Projected spending	£1655
Measure	Activity
Children will attend school visits/residential	PGL (50% PGL costs) School visits Swimming
Projected spending	£1365

Teaching priorities for current academic year

Aim	SDP Target	Target date
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Progress in Reading	For children in all year groups to make accelerated progress so that they can match or exceed baseline assessments.	SDP 2021-2022
Progress in Writing	For children in all year groups to make accelerated progress so that they can match or exceed baseline assessments.	SDP 2021-2022
Progress in Mathematics	For children in all year groups to make accelerated progress so that they can match or exceed baseline assessments.	SDP 2021-2022
Phonics	For children in all year groups to make accelerated progress so that they can match or exceed baseline assessments.	SDP 2021-2022

Targeted academic support for current academic year

Measure	Activity
To promote Maths across all year groups (Year 1-Year 6) To enable children to recap and ensure essential skills are revisited to strengthen retention.	Purchase White Rose Maths Premium Resources for class teachers and pupils which will enhance the maths teaching and learning in school.
Projected spending	£120 White Rose Maths Teacher Subscriptions/pupil resources
To promote the learning of reading and spelling across all year groups (for selected children)	Purchase Nessy Reading and Spelling
Projected spending	£400 Nessy Annual Subscription

<p>Exposure to high quality texts and develop reading comprehension.</p> <p>To develop reading for pleasure and enjoyment</p>	<p>Bug Club Phonics All Phases 2021 Top Up 6-Pack (276 books) £1130.99 + delivery.</p> <p>Aim: Purchase phonetically decodable texts that run alongside the teaching of our Phonics programme.</p> <p>Impact: Children are able to practise reading words with sounds they have been taught in class, therefore making improved progress. Children feel a sense of achievement and increased confidence when they can read books matched to their phonic ability. Increased enjoyment of reading and encourage reading for pleasure.</p>
<p>Projected spending</p>	<p>Bug Club Phonics £1130.99 + delivery.</p>

Wider strategies for current academic year

Measure	Activity
<p>Behaviour issues have been identified and a plan to support these is in place.</p>	<p>Purchase Educational Psychology time</p>
<p>Barriers to learning these priorities address</p>	<p>Some pupils attending Leonard Stanley School have a high range of pastoral/ emotional needs, such as bereavement, family breakdown, health concerns, mental health issues, behavioural issues, etc. This may affect their attendance, their self-esteem, their ability to concentrate, their ability to transfer information into their long term memory and their enjoyment of school as well as affecting their overall performance.</p>
<p>Projected spending</p>	<p>£1500</p>

Monitoring and Implementation

Area	How	Who?	When?
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Teaching	TAs in classrooms TA observations and discussion with the class teachers	SENDCO/HT/SLT	Spring Term
Targeted support	Power of Reading Monitor pupil's reading at home Guided Reading observations	Class teachers English Lead	Weekly X2 year

White Rose Maths Maths Data analysed Maths lesson observations	Maths Lead/SLT	X3 Year Maths observations – Spring term.
Nessy – weekly reports to see progress	SENCO/Class Teachers	weekly

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Wider strategies	<p>EP service</p> <p>Use EP reports to inform teaching/behaviour management/write My Plans</p>	SENDCO/Class Teachers	EP service used as and when necessary
	<p>FSW</p> <p>termly reports to Headteacher/ SENDCO</p>	Headteacher/ SENDCO	Termly – x6 year
	<p>Breakfast Club// After School Club</p> <p>Feedback from OOSC to SENDCO</p> <p>Class teacher discussion re:Milk</p>	SENDCO	Termly – x6 year
	<p>School Visits/ PGL</p>	Class teachers to speak to the pupils	As and when

Review: last year's aims and outcomes

Aim	Outcome
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<p>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>	<p>Interventions are monitored every 6 weeks and changed/continued if necessary – impact sheets given to SENDCO.</p> <p>Pupil Premium Children Attainment – Summer term 2021</p> <table border="1"> <thead> <tr> <th colspan="2"></th> <th colspan="4">READING %</th> </tr> <tr> <th>CLASS</th> <th>PKF</th> <th>WTS</th> <th>EXS</th> <th>EXS+</th> <th>GDS</th> </tr> </thead> <tbody> <tr> <td>1 (5)</td> <td>20%</td> <td>60%</td> <td>20%</td> <td></td> <td></td> </tr> <tr> <td>2 (4)</td> <td></td> <td></td> <td>100%</td> <td></td> <td></td> </tr> <tr> <td>3 (5)</td> <td></td> <td>20%</td> <td>40%</td> <td>20%</td> <td>20%</td> </tr> <tr> <td>4 (2)</td> <td></td> <td></td> <td>50%</td> <td>50%</td> <td></td> </tr> <tr> <td>5 (3)</td> <td></td> <td>33%</td> <td>33%</td> <td></td> <td>33%</td> </tr> <tr> <td>6 (1)</td> <td></td> <td></td> <td></td> <td></td> <td>100%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2"></th> <th colspan="4">WRITING %</th> </tr> <tr> <th>CLASS</th> <th>PKF</th> <th>WTS</th> <th>EXS</th> <th>EXS+</th> <th>GDS</th> </tr> </thead> <tbody> <tr> <td>1 (5)</td> <td></td> <td>80%</td> <td>20%</td> <td></td> <td></td> </tr> <tr> <td>2 (4)</td> <td></td> <td>25%</td> <td>75%</td> <td></td> <td></td> </tr> <tr> <td>3 (5)</td> <td>20%</td> <td>20%</td> <td>60%</td> <td></td> <td></td> </tr> <tr> <td>4 (2)</td> <td></td> <td>50%</td> <td>50%</td> <td></td> <td></td> </tr> <tr> <td>5 (3)</td> <td></td> <td>33%</td> <td>66%</td> <td></td> <td></td> </tr> <tr> <td>6 (1)</td> <td></td> <td></td> <td></td> <td></td> <td>100%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2"></th> <th colspan="4">MATHS %</th> </tr> <tr> <th>CLASS</th> <th>PKF</th> <th>WTS</th> <th>EXS</th> <th>EXS+</th> <th>GDS</th> </tr> </thead> <tbody> <tr> <td>1 (5)</td> <td>20%</td> <td>40%</td> <td>40%</td> <td></td> <td></td> </tr> <tr> <td>2 (4)</td> <td></td> <td>75%</td> <td></td> <td>25%</td> <td></td> </tr> <tr> <td>3 (5)</td> <td>20%</td> <td></td> <td>60%</td> <td></td> <td>20%</td> </tr> <tr> <td>4 (2)</td> <td></td> <td></td> <td>100%</td> <td></td> <td></td> </tr> <tr> <td>5 (3)</td> <td></td> <td>33%</td> <td>33%</td> <td>33%</td> <td></td> </tr> <tr> <td>6 (1)</td> <td></td> <td></td> <td></td> <td></td> <td>100%</td> </tr> </tbody> </table> <p>Intervention Timetable – written every 6 weeks - Detailed provision map for disadvantaged pupils.</p> <p>SENDCO to ensure that interventions are appropriate to the pupil's needs. Interventions monitored by SENDCO/SLT.</p> <p>SENDCO and SLT monitor data and intervention impact after each assessment week</p>			READING %				CLASS	PKF	WTS	EXS	EXS+	GDS	1 (5)	20%	60%	20%			2 (4)			100%			3 (5)		20%	40%	20%	20%	4 (2)			50%	50%		5 (3)		33%	33%		33%	6 (1)					100%			WRITING %				CLASS	PKF	WTS	EXS	EXS+	GDS	1 (5)		80%	20%			2 (4)		25%	75%			3 (5)	20%	20%	60%			4 (2)		50%	50%			5 (3)		33%	66%			6 (1)					100%			MATHS %				CLASS	PKF	WTS	EXS	EXS+	GDS	1 (5)	20%	40%	40%			2 (4)		75%		25%		3 (5)	20%		60%		20%	4 (2)			100%			5 (3)		33%	33%	33%		6 (1)					100%
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<p>To purchase high quality, engaging book-banded reading materials for PP children to read at home and school, which are closely matched to their phonic ability and their comprehension levels.</p> <p>Children will...</p> <p>make good or better progress in reading this academic year and beyond.</p> <p>practise reading 3+ times per week at home, in line with their peers.</p> <p>read for pleasure and have positive attitudes towards reading.</p> <p>have raised self-esteem when reading; texts will be closely matched to their phonic and comprehension abilities so they will be able to succeed.</p>	<p>More children are reading for pleasure (the reading scores are checked weekly) Each Friday, in Celebration worship, teachers share the percentage scores of children reading 3+ times in each class.</p> <p>Reading books were purchased to promote reading in school.</p>																																																																																																																																																

<p>To promote Maths across all year groups (Year 1- Year 6)</p> <p>To enable children to recap and ensure essential skills are revisited to strengthen retention.</p>	<p>Teachers were able to use the White Rose plans and resources in their teaching of maths.</p> <p>The resources and lessons were used in lockdown to support online learning.</p>
<p>Family worker to support families with issues at home and/or school.</p>	<p>FSW employed for 1 day a week</p> <p>SENDCO/HT to monitor impact. FSW to feedback any concerns to staff members</p> <p>FSW has worked closely with identified families/ children – this has been monitored by HT/ SENDCO. FSW has given HT a termly report which shows what support she has given – confidential as shows pupil names</p> <p>During ‘Lockdown’, FSW made weekly phonecalls to vulnerable families.</p>
<p>Children will be able to access ipad resources/apps to support learning across the curriculum.</p>	<p>4 ipads were purchased which were then used to support children’s learning in class.</p>
<p>Behaviour issues have been identified and a plan to support these is in place.</p>	<p>Identified pupils received support from an Educational Psychologist.</p> <p>Families and school staff were supported by the visits/reports and were able to put the suggested outcomes in place.</p>
<p>Children will attend Breakfast club and after school club</p> <p>Children will maintain a healthy diet</p>	<p>We pay for school milk so that the children maintain a healthy diet. 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.</p>