

Pupil premium strategy statement (primary)

1. Summary information					
School	St Leonard's CE Primary				
Academic Year	2019-20	Total PP budget	£131,660	Date of most recent PP Review	12.02.20
Total number of pupils	356	Number of pupils eligible for PP	97	Date for next internal review of this strategy	Nov 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	22%	70%
% EXS in reading	39%	80%
% EXS in writing	56%	83%
% EXS in maths	33%	81%

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.	Some children are significantly below Baseline upon entry to EYFS or upon arrival to school
B.	Limited life experiences and vocabulary inhibits access to English and maths activities
C.	Poor mental and emotional health limits progress, especially in Key Stage 2
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Low community aspirations sometimes lead to limited support for learning

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Targeted early support develops communication skills, vocabulary and self-esteem	Increased progress of disadvantaged pupils from starting points in reading and writing reduces gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths
B.	Immersive learning experiences increase pupils' motivation to read, write and do well in maths	Increased progress of disadvantaged pupils from starting points in reading and writing reduces gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths
C.	Children and families learn skills which develop their ability to be resilient at school and at home	Improved attendance of our most vulnerable pupils, those eligible for Pupil Premium with special needs, from 93.16% last year to 96% target

5. Planned expenditure					
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?
Immersive learning experiences increase pupils' motivation to read, write and do well in maths	2.8 HLTAs supporting QFT in Years 2,3 and 5	More targeted teaching improves children's progress. Some of our children lack life experiences and particularly respond to practical learning.	Regular review through monitoring and Pupil Progress Meetings	all	Termly
Total budgeted cost					£65,459.30
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?
Targeted early support develops communication skills, vocabulary and self-esteem	EYSENDCo appointed 1.5 days per week and targeted support provided for vulnerable EYFS and Y1 children, including new arrivals	Wider evidence shows large word gap between disadvantaged and non-disadvantaged pupils on entry to school. Many high level needs children joining school September 2019, several with communication needs.	Coaching from SENDCo. Pupil Progress meetings.	FK	Terms 1 and 2
Immersive learning experiences increase pupils' motivation to read, write and do well in maths	Disadvantaged pupils identified for additional support in reading, writing and maths. Books and writing materials provided for disadvantaged EYFS and KS1 children. Phone calls home for pupils who are not reading regularly.	An individual or small group approach can raise reading fluency. We have identified reading fluency as a school priority this year. Some of our families have few books at home and benefit from us supplying them. Improving parent support for reading and home learning improves standards and expectations.	Monitoring by English and Maths subject leaders and SENDCo. including reading fluency and comprehension	TP / RL/ CD /LV	Term 1

Children & families learn skills which develop their ability to be resilient at school and at home	Use Mental Health Manager to implement whole school approach to PSHE and SEMH	Data shows a slowing of progress across KS2 in many of our most vulnerable families.3-tiered approach and training will build resilience amongst pupils and staff at a universal, targeted and high needs level.	Regular monitoring of behaviour and attitudes and through discussion with Mental Health Manager	NB / AE	Terms 1 and 2
Children & families learn skills which develop their ability to be resilient at school and at home	Provide literacy support for parents. Set up Nurture provision for targeted children and provide staff training.	Improved parental literacy skills will benefit their children. Improved self-regulation helps healthy emotional development.	Monitoring by Head Teacher and SENDCo	GH / AD /SS / SP	Term 2
Total budgeted cost					£46,217
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?
Children & families learn skills which develop their ability to be resilient at school and at home	Funded Breakfast Club places, Homework Club, Wrap Around, After School Clubs and Educational Visits	A calm, organised start to the day benefits children and allows them to be ready for learning at the beginning of the day. Clubs widen children's experiences and enable families to be more flexible in work and care arrangements.	Regular monitoring of attendance Review of progress towards TAF / CIN targets	SM	Termly
Children & families learn skills which develop their ability to be resilient at school and at home	Counselling service	Pupils who have experienced Adverse Childhood Experiences benefit from talking about their experiences	Review of pupil progress in SEMH with counselling provider Fegan's	KK / SP	Termly
Children & families learn skills which develop their ability to be resilient at school and at home	SCIB activities improve community awareness of safeguarding issues. Additional admin support to grow Early Help capacity.	SCIB promotes a preventative approach to safeguarding. Greater capacity increases the number of families who can be supported well	Review by Complex Needs Team	LK/AB	3-weekly
Total budgeted cost					£19,983.70

6. Review of expenditure

Previous Academic Year

See Impact of Pupil Premium Funding 2018-19 – Annual Report to Parents and Carers

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
		<p>As at 26 January 2020:</p> <p>Good feedback from PP writing project. Staff taking messages on board. Data very positive in Y2 all individual subjects, and Y4 maths.</p>		
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
		<p>School readiness has improved – no gap in English in reception at Christmas. The EYSENDCo has ensured timely support for the most vulnerable learners, adapted to need. Books distributed to reception and Y1 PP children Jan 2020.</p> <p>Fluency interventions targeting the most vulnerable children the most. Reading Rainbow has raised participation in reading.</p> <p>Place2Think sessions are focusing upon SEMH needs. Whole school Circle Time a success.</p> <p>Nurture group very successful autumn term in Y3. More parents attending learning events at school.</p>		
iii. Other approaches				
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
		<p>Several Breakfast Club places provided for most vulnerable children.</p> <p>29 PP children attended free clubs, both in autumn and spring terms, broadening their experiences.</p> <p>14 children have benefitted from Fegan's Counselling.</p> <p>SCIB resources have built children's resilience towards substance abuse and online safety. SBM and EYSENDCo supporting families with Early Help which has increased capacity.</p>		

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.