

Pupil premium strategy statement (primary) 2020-21

1. Summary information					
School	St Leonard's CE Primary				
Academic Year	2020-21	Total PP budget	£123,240	Date of most recent PP Review	12.02.20
Total number of pupils	400	Number of pupils eligible for PP	87	Date for next internal review of this strategy	30.06.20

2. Current attainment		
	<i>Pupils eligible for PP (your school) 2020 teacher assessment compared to 2019</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	53% (+31%)	70%
% EXS in reading	63% (+24%)	80%
% EXS in writing	63% (+7%)	83%
% EXS in maths	63% (+30%)	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 have limited life experiences and aspirations which inhibits access to learning
B.	Some children enter school, either in EYFS or on arrival, with poor language, vocabulary and comprehension skills
C.	Poor mental and emotional health limits progress for some children
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	COVID-19 has disproportionately affected many of our most vulnerable families, leading to limited support for learning

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Personalised learning approach increases pupils' motivation to read, write and do well in maths	Increased progress of pupils eligible for PP from starting points reduces gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths
B.	Targeted early support develops communication skills, vocabulary and self-esteem	Increased progress of pupils eligible for PP from starting points reduces gap between disadvantaged and non-disadvantaged pupils in English
C.	Children and families learn skills which develop their ability to be resilient at school and at home	Exclusion rates remain at zero and Persistent Absent rates for pupils eligible for PP move inline with non-PP children (18% v 7% 2019-20)

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?
Personalised learning approach increases pupils' motivation to read, write and do well in maths	CPD is targeted at using assessment data to improve staff knowledge and close gaps in learning. New Marking and Feedback policy provides live feedback and regular review of learning. PiXL and Partnership CPD	Evidence indicates that disadvantaged children benefit from good QFT more than non-disadvantaged children. The EEF Teaching and Learning Toolkit shows high impact of effective feedback for very low cost.	Regular monitoring to show impact of CPD and marking and feedback upon learning.	CD / RL /SM	Termly
Personalised learning approach increases pupils' motivation to read, write and do well in maths	Two HLTAs supporting QFT. Disadvantaged pupils identified for additional support in phonics, reading, writing and maths.	More targeted teaching improves children's progress – pre-teaching, surgeries and therapies. The EEF Teaching and Learning Toolkit shows high impact of early intervention strategies.	Regular review through monitoring and Pupil Progress Meetings	SLT	Termly
Personalised learning approach increases pupils' motivation to read, write and do well in maths	Develop the use of Google Classroom / Chromebooks to support learning	Updating of technological support for learning will improve learning experience of children, giving them access to opportunities which they might not have at home.	Regular review with ICT technician and subject leader	NB / RE /DR	September
Total budgeted cost					£46,890
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 understanding	EYSENDCo targeted support provided for vulnerable EYFS and Y1 children and families, including new arrivals	Many high level needs children joined school 2019-20, several with communication needs, and we expect more to join September 2020.	Coaching from SENDCo. Pupil Progress meetings and SEN reviews.	FK /SP	Termly

Targeted early support develops communication skills, vocabulary and understanding	Continue to strengthen Early Reading strategy including improving book stock (phonic matching). Catch-up phonics in Y2 following COVID-19. Books provided for disadvantaged EYFS and KS1 children. Prizes for Reading Rainbow. ARCH reading support.	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 reading team – reading subject leader, phonics lead and EY lead	SM/ LP/ TP	September
Targeted early support develops communication skills, vocabulary and understanding	Whole school focus upon building cultural capital through vocabulary development and early language – evaluation, prevention and targeted intervention including developing whole school approach to children with	Wider evidence shows large word gap between disadvantaged and non-disadvantaged pupils on entry to school. Oxford Language Report – Why Closing the Word Gap Matters EEF Teaching and Learning Toolkit shows moderate impact for very low cost.	Regular review through monitoring, use and application of language	SLT	September
Total budgeted cost					£37,350

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, weekly Homework Club, Wrap Around, After School Clubs, taxis and Educational Visits / residential. SBM to review and publicise PP offer for parents.	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	Complex Needs Team	Termly
Children & families learn skills which develop their ability to be resilient at school and at home	Whole school approach to SEMH including resources to support 3-tiered approach, provision of Counselling service for pupils, ELSA training and bereavement training	3-tiered approach and training will build resilience and self-esteem amongst pupils at universal, targeted and high needs level. Especially important post COVID-19. Pupils who have experienced Adverse Childhood Experiences benefit from talking about their experiences	Regular monitoring of behaviour and emotional health and through discussion with Mental Health Manager	Complex Needs Team	Termly

Children & families learn skills which develop their ability to be resilient at school and at home	Nurture provision for targeted children and provide staff training.	Improved self-regulation helps healthy emotional development. EEF Teaching and Learning Toolkit shows developing self-regulation has high impact for low cost.	Monitoring by Head Teacher and SENDCo	NB / SP	September
Children & families learn skills which develop their ability to be resilient at school and at home	Support for families during COVID crisis: workpacks, welfare checks. EHAs / TAFs offered for persistently absent PP children, or those with poor punctuality, or those where adult mental health is poor. 'PP first' parents evening slots and supply cover for Y5/Y6 parents consultations	The EEF Teaching and Learning Toolkit shows moderate impact of homework for very low cost.	Regular review with SLT and teaching staff	all	October
Total budgeted cost					£39,000

6. Review of expenditure				
Previous Academic Year 2019-20				
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>Immersive learning experiences increase pupils' motivation to read, write and do well in maths</p>	<p>2.8 HLTAs supporting QFT in Years 2,3 and 5 Disadvantaged pupils identified for additional support in reading, writing and maths.</p>	<p>End of KS2 PP (estimated) data improved significantly at EXS RWM +15%, Reading +19%, Maths +20% on the previous year, so reducing gap significantly with national average for pupils not eligible for PP.</p> <p>Writing dipped -3% but we were hopeful of achieving parity with the previous year by June before the school closure in March</p> <p>Attainment very positive in Y2 and Y4 to March in all subjects</p> <p>Improvements in reading attainment to March in all year groups except Y3. The EY leader started attending Herts for Learning training to impact upon disadvantaged pupils.</p>	<p>The immersive approach to learning is working for our children, providing them with the experiences and vocabulary needed to learn. QFT has improved across the school and assessment data is now more accurate and used to target future teaching. CPD is targeted at improving staff knowledge and closing gaps in learning.</p> <p>Continue to prioritise vocabulary work as this is cumulative and will increasingly make a difference.</p> <p>There are specific differences between cohorts – September Y6, Y4 and Y2 will be our focus, especially post COVID-19 closure</p> <p>Continue to strengthen approach to reading across school – progression, fluency, Early Reading, phonics matching, Reading Rainbow - target new Y4 PP children for additional support in reading</p>	<p>£65,459.30</p>
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>Targeted early support develops communication skills, vocabulary and self-esteem</p>	<p>EY SENDCo appointed 1.5 days per week and targeted support provided for vulnerable EYFS and Y1 children, including new arrivals</p> <p>Books and writing materials provided for disadvantaged EYFS and KS1 children.</p> <p>Provide literacy support for parents. Phone calls home for pupils who are not reading regularly.</p> <p>Set up Nurture provision for targeted children and provide staff training.</p>	<p>School readiness has improved – no gap in reading or Maths in reception at March. Attainment is higher in Nursery than previous years.</p> <p>The EY SENDCo has ensured timely support for the most vulnerable learners, adapted to need. We have started working on a ESOL strategy with our OXSIT consultant.</p> <p>Books distributed to reception and Y1 PP children Jan 2020.</p> <p>Participation in reading has improved significantly, measured through the Reading Rainbow and attendance at parental events. The use of phone calls home raised expectations.</p> <p>Nurture provision was very effective in terms of improving pupils' SEMH and consequently behaviour for learning.</p>	<p>Continue to target writing in EYFS as many of our children, not just PP, struggle to reach ELG without intensive support.</p> <p>The EY SENDCo has been invaluable in building good relationships and helping children to make a good start at school. This input will continue. The ESOL Strategy will be further developed and implemented.</p> <p>Reception children have benefitted from this support. Y1 children also benefitted but many of these children were new arrivals to the country with limited English. Because their phonics inputs were affected by the school closure this cohort (new Y2) will be targeted in reading and phonics when we return to school. The whole school reading strategy will be strengthened and build upon its successes so far.</p> <p>Nurture provision will continue but be adapted to the needs of current cohorts. We anticipate this will be an area which needs further strengthening post COVID-19.</p>	<p>£46,217</p>
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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
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<p>Children & families learn skills which develop their ability to be resilient at school and at home</p>	<p>Use Mental Health Manager to implement whole school approach to PSHE and SEMH</p> <p>Funded Breakfast Club places, Homework Club, Wrap Around, After School Clubs and Educational Visits</p> <p>Counselling service</p> <p>SCIB activities improve community awareness of safeguarding issues.</p> <p>Additional admin support to grow Early Help capacity.</p>	<p>Place2Think sessions are focusing upon SEMH needs. Whole school Circle Time embraced by whole school.</p> <p>Free Breakfast Club places have supported our most vulnerable families. Homework Club has been very well attended. 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.</p> <p>SBM and EYSENDCo supporting families with Early Help which has increased capacity.</p>	<p>SEMH will be a priority post COVID-19. We need to consider the needs of the adults in the family as well as the children.</p> <p>These activities all support the school vision of helping children to prepare for "Life in all its fullness".</p> <p>Fegan's counselling will continue and is always over-subscribed.</p> <p>SCIB supports cross-agency work and we are able to access new opportunities, often without cost.</p> <p>Our Complex Needs Team has grown this year with both the SBM and EY SENDCo supporting families in addition to the existing team. The level of need is expected to increase due to economic and other factors associated with COVID-19.</p>	<p>£19,983.70</p>
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7. Additional detail

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

Total expenditure for 2019-20: £131,660