

# Pupil premium strategy statement

## School overview

Metric	Data
School name	St Leonard's CE Primary
Pupils in school	362 (July 2021)
Proportion of disadvantaged pupils	24.3% (88 pupils) (July 2021)
Pupil premium allocation this academic year	£120,290
Academic year or years covered by statement	2021-24
Publish date	Sep 2021
Review date	Termly
Statement authorised by	Ed Anderson
Pupil premium lead	Neil Blackwell
Governor lead	Christine Fisher

## Disadvantaged pupil progress scores for last academic year (2018/19)

Measure	Score
Reading	-4.63
Writing	-1.39
Maths	-5.42

## Disadvantaged pupil performance overview for last academic year (2020/21)

Measure	Score
Meeting expected standard at KS2	37% RWM
Achieving high standard at KS2	0%

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all teaching staff have appropriate CPD to improve their understanding of effective pedagogy for all, based upon diagnostic assessment
Priority 2	Work with the Whole Education SEND Project to improve provision for our most disadvantaged pupils, those who are PP with SEND
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions
Projected spending	£29,260

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	July 2022
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	July 2022
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0)	July 2022
Phonics	Achieve national average expected standard in Phonics Screening Check	July 2022
Other	Improve attendance of disadvantaged pupils to 97% (from 95.92%)	July 2022

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Establish pre-teaching in Y4-6 Maths for disadvantaged pupils falling behind age-related expectations
Priority 2	Support and stimulate reading in KS1 through extension of Accelerated Reader into Year 2 and develop use of the Library by disadvantaged pupils
Barriers to learning these priorities address	Encouraging greater reading participation and addressing learning gaps in mathematics, both of which were accentuated during the pandemic
Projected spending	£34,075 plus Catch Up funding

### Wider strategies for current academic year

Measure	Activity
Priority 1	Programmes including the Talking Together Project to improve Communication and Language, especially ESOL. Emphasis on vocabulary to continue across school.
Priority 2	Uniform, Homework Clubs, After School Clubs, Wrap Around Care and Educational visits/ residentials to support disadvantaged children in achieving Life in all its Fullness. Counselling and support services, including Educational Psychologist.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils

Projected spending	£56,995
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### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and staff meeting time, with outcomes linked via tight performance management
Targeted support	Ensuring assessment data is used diagnostically to address learning gaps	Leaders of Learning to use their leadership time to monitor and evaluate provision
Wider strategies	Engaging the families facing most challenges	Community Engagement Team and Complex Needs Team to build links between school and home

### Review: last year's aims and outcomes

Aim	Outcome
Personalised learning approach increases pupils' motivation to read, write and do well in maths	<p>Combined RWM is 37% of PP children in Y6 compared to 58% for non-PP.</p> <p>Attainment has improved in PP reading in all year groups and to 68% EXS Y6 (from 63% 2020) and 75% EXS in the Y5 cohort.</p> <p>Reading gaps (PP v non-PP) reduced in all year groups except Y4 (PP exceeds non-PP in Y2).</p> <p>There is a 57% gap between PP and non-PP children in reading in Y4 but interventions were limited due to COVID</p> <p>PP attainment has risen in Y4-6 Maths yet is still only 42% EXS Y6 despite extensive Catch Up. It is 50% EXS in the Y5 cohort and 39% EXS in Y4 and these groups will be targeted through Catch Up next year.</p> <p>48 Chromebooks issued Jan 21, 85%+ engagement with Distance Learning.</p> <p>Very favourable parent questionnaire Feb 21.</p> <p>Vulnerable learners have been supported by Community Engagement Group in reading (non engagers down from 96 to 35) and Home</p>

	Learning
<p>Targeted early support develops communication skills, vocabulary and understanding</p>	<p>Numbers Inline in EYFS have improved significantly from Baseline to: C&amp;L Listening 69% (27%) Understanding 78% (36%) and Speaking 70% (29%) (Baseline in brackets) and were almost at target despite disruption to learning caused by successive Lockdowns</p> <p>Introduction of Talking Together project in Nursery is making C&amp;L a continued priority</p> <p>Phonics recovery supported end of year attainment 75% Y1 and 85% Y2.</p> <p>Reading 73% PP EXS Y2 and 67% PP EXS Y3. Only 25% in Y1 and 28% in Y4.</p> <p>This approach is now embedded across the school and is part of our curriculum planning.</p>
<p>Children &amp; families learn skills which develop their ability to be resilient at school and at home</p>	<p>Severely impacted by COVID. Homework Clubs, After School Clubs and Educational visits/ residential all not possible for whole academic year.</p> <p>Sonia Smith has added extra capacity in Family Welfare and we safeguarded this position in our restructuring with the intention of including her salary in the plan for 2021-22.</p> <p>Fegans has provided wonderful counselling support all year (7 children)</p> <p>Zones of Regulation in place across school. Very little high level needs behaviour and zero exclusions. More staff training still needed on understanding how the approach works. Much of SENDCO time has gone on supporting families who Social Care maintain do not meet their Thresholds of Need</p> <p>Support throughout Lockdown Jan –March in addition to Distance Learning. All staff supporting well-being by checking in, providing workpacks, providing food.</p> <p>Parent consultations format changed to online May 21 with 95%+ attendance.</p>