



## Pupil premium strategy statement:

1. Summary information					
School	Leconfield Primary School				
Academic Year	2017/18	Total PP budget	£13,000	Date of most recent PP Review	April 2018
Total number of pupils	144	Number of pupils eligible for PP	7	Date for next internal review of this strategy	July 2018

2. Current attainment		
Attainment for: 2016-2017 ( pupils) Whole school	Pupils eligible for PP (your school)	Pupils not eligible for PP (school/national Y6)
% achieving expected standard or above in reading, writing and maths	Not measured%	Not measured%
% achieving expected standard or above in reading	0%	67% / 71%
% achieving expected standard or above in writing	100%	86% / 76%
% achieving expected standard or above in maths	100%	81% / 74%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Social and emotional intelligence
<b>B.</b>	Academic (poor basic writing skills, poor basic maths skills, poor phonics, poor fine motor control)
<b>C.</b>	Attention and Concentration
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance rates for PP are 92% (January 17) 94% April 18 (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average. 35% of PP children have PA

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Children retain more friendships Children have less fall-outs Children need less support in class time to resolve friendship issues
<b>B.</b>	Children make the same or better progress than their peers (English & Maths)	Children attain age expected or better attainment
<b>C.</b>	Children will be able to concentrate on activities and remain on task with their peers	Children will need less support to be able to concentrate for longer periods Children will need less support to complete activities
<b>D.</b>	The attendance & punctuality of PP children improves	Reduce the number of persistent absentees among pupils eligible for PP EWO involvement will not be needed Attendance for the children is in line with national at 96%

## 5. Planned expenditure

Academic year  
2017/18

Pupil Premium Grant £13,000.00

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?
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	<p>Social and emotional wellbeing is central to our school ethos.</p> <p>We directly teach through, British Values and our Investors in Pupils work (Class expectations (10 out of 10) is agreed on a class mission statement to ensure all children understand and own the expectations)</p> <p>Designated Teaching Assistant runs an ELSA group</p> <p>Designated Teaching Assistant runs a Lego Build to Express group</p>	<p>ELSA time is 1:1 specialist, targeted support to develop emotional literacy through a range of activities</p> <p>Lego Build to Express is 1:1 specialist, targeted support to enable children who find verbal communication difficult to express their feelings and emotions and to begin to understand and make sense of these</p> <p>The Class 10/10 links to the whole school 10/10 which is a set of ten actions / expectations which has been agreed by all the children. By following the 10/10 expectations children are part of the whole school behaviour strategy and have a clear understanding of what good behaviour looks like.</p>	<p>Regular reviews with ELSA and Lego Build 2 Express TAs</p> <p>Speak with the children to see that they feel they can talk about their feelings in class</p> <p>Drop ins to lessons will show the class ethos</p> <p>Training will be delivered to ensure good quality circle time.</p>	KT / EA / SD / JK	February 2018 April 2018 July 2018

<p>Children make the same or better progress than their peers (English &amp; Maths)</p>	<p>Children will receive extra daily time with a TA / teacher to access activities designed to develop basic skills in English and Maths e.g.</p> <ul style="list-style-type: none"> <li>• daily reading activities</li> <li>• extra phonics</li> <li>• Fine motor interventions including dough disco for motor control</li> <li>• spelling</li> <li>• maths (4 rules of number)</li> </ul> <p>Children may receive some TA time and support in core subject lessons during the week based on their needs.</p> <p>Booster Groups for Year 6 and possibly Year 2 children.</p>	<p>When children practise any skill regularly this skill will improve. Any areas of difficulty can be addressed immediately (phonics / comprehension etc.) and quickly recapped. Assessment outcomes will be accurate and swiftly addressed.</p> <p>Class monitoring shows that children make progress in small groups when focussing on specific objectives for short sessions.</p> <p>Class monitoring shows that Booster groups have been successful in teaching children the practical skills they need to take the end of Key Stage Assessments e.g. using the test booklets correctly. Booster groups have also been successful in developing children's confidence and improving outcomes.</p>	<p>Pupil progress meetings will review interventions given and progress made. Drop ins will show progress in books. School data will show increased progress and attainment.</p>	<p>Teachers TAs KT</p>	<p>September 2017 January 2018 April 2018 June 2018</p>
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<p>The attendance of PP children improves</p>	<p>There will be more communication with parents about attendance and punctuality e.g.</p> <ul style="list-style-type: none"> <li>• weekly newsletter</li> <li>• whole school attendance award</li> <li>• individual button of joy award</li> <li>• termly &amp; annual</li> <li>• 100% attendance certificates</li> <li>• Liaising with EWO</li> </ul> <p>The school will be proactive in managing attendance &amp; punctuality e.g.</p> <ul style="list-style-type: none"> <li>• Texts / Phone calls daily before school</li> <li>• Liaising with EWO</li> <li>• Children with low attendance / punctuality will be given roles within school to actively encourage them to be in school and on time (equipment monitors etc.)</li> </ul>	<p>When a child cares about the topics learned and their purpose this can be a hook to want them to come to school. Epic days and exciting activities throughout the term will be fun and the children will want to be part of them. Our PP children enjoy hands on activities and outdoor learning.</p>	<p>Topic webs will be shared with parents and be interesting. Epic days will be shared with the children and parents as something to look forward to.</p>	<p>KM / KT</p>	<p>September 2017 January 2018 April 2018</p>
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**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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Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Some PP children will attend ELSA provision each week Some PP children will attend Lego Build to Express provision each week TAs have been trained and will deliver this provision	Children open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and then they can then become more engaged in school work.	Intervention charts will show the children who need support in this area.	KT / EA / SD / JK	September 2017
Children will be able to interact safely and appropriately at lunchtimes and playtimes	Adult support for lunchtime and break times to encourage cooperated play between designated children.  Designated adults to lead indoor and outdoor play at break times (library, change4life, Adventure	Extra support to encourage positive interactions between children. Encourage children to develop and increase the repertoire of games they can play. Increased physical fitness helps to stimulate learning in the classroom.	Timetabled activities monitored by SLT.	KT / CE / EA & TAs	September 2017 January 2018 April 2018 June 2018
The attendance & punctuality of PP children improves	EWO will be involved with families whose attendance falls below 87%. The children will be invited to partake in planning the medium term curriculum and desired outcome – taking some ownership and interest. Awards are given to children who have 'good' attendance. If travel is an issue for families they will be offered ways to help. Families who are persistently late will be offered Breakfast Club	When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident. Children enjoy receiving awards and will often try harder when an award is being offered.	Attendance will be monitored half termly. Any absence will be addressed immediately. A chart of which children receive awards will be logged and tracked.	KT / KM	September 2017
<b>6. Review of expenditure</b>					
<b>Previous Academic Year 2016/17</b>					

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Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost																																																
Phonics will be in line with National  Increase awareness of social & emotional needs of children	Staff Training for ELSA and Lego Build 2 Express  Whole school development for British Values, School values, 10/10 school & Investors in Pupils  Increased training /	Dedicated ELSA room & resources (£950) Regular release of TA to fulfil ELSA role (twice weekly & as necessary)  Lego Build 2 Express resources £304  Year 1 Phonics Screening upward trend continued (one child away from National)	Continue to allocate time for ELSA to attend the Supervision Sessions with ERYC  Review when new children are admitted to school  Build in training for TAs	950.00 780.00  304.00																																																
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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																																																
Children to achieve age related expectations for Reading, Writing & Maths	Booster groups for Y6 and Y2 in Reading & Maths	<table border="1"> <tr> <td colspan="3"><b>Reading / Writing / Maths 2017 Combined</b></td> </tr> <tr> <td colspan="3">Expected Standard +</td> </tr> <tr> <td>Year 2 PP</td> <td colspan="2">N/A</td> </tr> <tr> <td>Year 6 PP</td> <td colspan="2">0% (1 child)</td> </tr> <tr> <td colspan="3"><b>Phonics Screening</b></td> </tr> <tr> <td></td> <td>School</td> <td>National</td> </tr> <tr> <td>Year 1</td> <td>76%</td> <td>81%</td> </tr> <tr> <td>End of KS1</td> <td>93%</td> <td>92%</td> </tr> <tr> <td colspan="3"><b>KS1 Reading / Writing / Maths 2017 Combined</b></td> </tr> <tr> <td colspan="3">Expected Standard +</td> </tr> <tr> <td>School</td> <td colspan="2">National</td> </tr> <tr> <td>67%</td> <td colspan="2">64%</td> </tr> <tr> <td colspan="3"><b>KS2 Reading / Writing / Mathematics 2017 Combined</b></td> </tr> <tr> <td colspan="3">Expected Standard+</td> </tr> <tr> <td>School</td> <td colspan="2">National</td> </tr> <tr> <td>67%</td> <td colspan="2">61%</td> </tr> </table>	<b>Reading / Writing / Maths 2017 Combined</b>			Expected Standard +			Year 2 PP	N/A		Year 6 PP	0% (1 child)		<b>Phonics Screening</b>				School	National	Year 1	76%	81%	End of KS1	93%	92%	<b>KS1 Reading / Writing / Maths 2017 Combined</b>			Expected Standard +			School	National		67%	64%		<b>KS2 Reading / Writing / Mathematics 2017 Combined</b>			Expected Standard+			School	National		67%	61%		Staff training regarding outstanding strategies to meet targeted need	2350.00
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Targeted support in class	Monitor provision & increase frequency of staff feedback																																																			
Extra reading in Year 5	Booster groups to continue			2350.00																																																
Extra Writing (boys) Year 3	Extra Phonics to continue																																																			
Extra Phonics Groups KS1	Initiatives for Reading & SEN			2700.00																																																
Socially Speaking Group	<b>MOVING FORWARD 18/19:</b> Increase opportunities for structured / supervised play activities during lunch time			(to be supported by Sports Premium)																																																
Time to Talk Group	Create calmer dining experience			300.00																																																
Social Skills Group	Improve resources and experiences linked to British Values / social & emotional intelligence			4000.00																																																
	Subscriptions to Spelling / Reading programs / Subscriptions to improve & enhance reading opportunities																																																			

