

Pupil premium strategy statement:



1. Summary information					
School	Leconfield Primary School				
Academic Year	19/20	Total PP budget	£18480	Date of most recent PP Review	Autumn 2019
Total number of pupils	125	Number of pupils eligible for PP	14	Date for next internal review of this strategy	Autumn 2020

2. Current attainment		
Attainment for: July 2019	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	25%	70% / 90%
% achieving expected standard or above in writing	75%	90% / 77%
% achieving expected standard or above in maths	75%	90% / 90%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Lack of confidence
B.	Academic (poor basic writing skills, poor basic maths skills, poor phonics, poor fine motor control)
C.	Issues with social skills and emotional resilience

External barriers (issues which also require action outside school, such as low attendance rates)

D.	Attendance rates for some PP children are below 90%. This reduces their school hours and causes them to fall behind on average. 3.4% of PP children have persistent absence (1 child)
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4. Intended outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Children are more engaged in learning and take an active role in their learning Children convey more positive attitudes about their self-image and their learning</p>	<p>Children convey positive attitudes about themselves and their learning using a questionnaire and ten-point scale Immediate marking & feedback take place during lessons</p>
B.	<p>Children make the same or better progress than their peers (English & Maths) Use of assessment to demonstrate small steps progress for those working not working at or working towards their year group expectations</p> <p>Small group work and 1:1 intervention sessions for specific pupils to work with Teacher and Teaching Assistants to encourage rapid progress and to support pupils in embedding and consolidating individual learning strategies.</p> <p>Pre-teaching targeted groups for core skills, Lexia,</p>	<p>Children attain age expected or better attainment Accelerated progress Hodder Scale Progress is met</p>
C.	<p>Teaching staff to identify children who are struggling with social skills and / or emotional resilience. ELSA staff to support these children to develop strategies to access all areas of learning and make expected or better progress.</p>	<p>Support provided shows an increase in self-esteem, confidence and making friendships.</p>
D.	<p>The attendance & punctuality of PP children improves. All children to have an attendance greater than 90%. Check in with adults, reward incentives for improved attendance for individual children at risk of or have an attendance below 90%</p>	<p>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%</p>

5. Planned expenditure

2019/20

Pupil Premium Grant £18,480.00

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

Intended 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?
<p>A) Children are more engaged in learning and take an active role in their learning Children convey more positive attitudes about their self-image and their learning</p>	<p>Social and emotional wellbeing is central to our school ethos.</p> <p>We directly teach through, British Values and our school values.</p> <p>Designated Teaching Assistant runs an ELSA group</p> <p>Specialist from ERYC (KM) to develop and promote positive attitudes about self-esteem and how the children view themselves as learners.</p> <p>Designated Teaching Assistant runs a Lego Build to Express group</p> <p>Provide school sweatshirt/PE t-shirt</p> <p>Provide support for school trips and after school paid activities e.g. football club</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>Our school values and Teds/Rewards system show children are part of the whole school behaviour strategy and have a clear understanding of what good behaviour looks like. Positive behaviour is modelled.</p> <p>Within the pilot class, daily circle time is evident.</p> <p>To reduce pressure on families and ensure children have a positive self-image</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> <p>Clear and sensitive communication with families.</p>	<p>KT / EA</p>	<p>Half Termly</p>

<p>B) Children make the same or better progress than their peers (English & 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"> • daily reading activities • extra phonics • Fine motor interventions including dough disco for motor control • spelling • maths (4 rules of number) <p>Children may receive some TA time and support in core subject lessons during the week based on their need. Use of assessment to demonstrate small steps progress for those working not working at/working towards their year group expectations Small group work and 1:1 intervention sessions for specific pupils to work with Teacher and Teaching Assistants to encourage rapid progress and to support pupils in embedding and consolidating individual learning strategies. Pre-teaching for core skills (Lexia)</p> <p>Booster Groups for Year 6 and possibly Year 2 children.</p> <p>Release time for disadvantaged lead to meet with children, track and analyse data and monitor teaching</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. Immediate feedback is given wherever possible and has had a positive impact on progress of individuals. Class monitoring shows that children make progress in small groups when focussing on specific objectives for short sessions. 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>Good practice</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>Regular reviews and reports to Governors</p>	<p>Teachers TAs KT CE Eng lead</p>	<p>Half termly</p>
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<p>C) Teaching staff to identify children who are struggling with social skills and / or emotional resilience. ELSA staff to support these children to develop strategies to access all areas of learning and make expected or better progress.</p>	<p>Check-in meetings with DV children throughout the year.</p> <p>Regular staff-meeting briefings on children who are struggling socially.</p> <p>Any children identified with a need for ELSA nurture to be given weekly slot of time.</p>	<p>Research shows that children achieve better when they are confident, happy and settled whilst being able to interact and communicate effectively with their peers.</p>	<p>Assessments will show good or better progress.</p>	<p>CE Head SEND</p>	<p>Half termly</p>
<p>ii. Targeted support iii.</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>

<p>D) The attendance & punctuality of PP children improves. All children to have an attendance greater than 90%. Check in with adults, reward incentives for improved attendance for individual children at risk of or have an attendance below 90%</p>	<p>EWO will be involved with families whose attendance falls below 87%. Weekly class reward for highest attendance (Polly Puffin). Termly report of attendance to parents-given letters if it falls below 90%. 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</p>	<p>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.</p>	<p>Attendance will be monitored half termly. Any absence will be addressed immediately. Attendance data will be logged and tracked.</p>	<p>KT / KM / CE</p>	<p>Half termly</p>
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6. Review of expenditure				
Previous Academic Year 2018/19		Total Funding £13,000.00		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	DTA Groups ELSA Groups Build2Express	Fewer incidents of friendship issues. Children are starting to be able to resolve some issues themselves using the strategies and support available	Will still use ELSA as appropriate for specific cases Work with LA Behaviour Support to develop Teacher skills in adapting activities to meet emotional & social need	£2472 Supply: £1140 Training: £360
Children make the same or better progress than their peers (English & Maths)	Support within classroom from TA / Teacher Targeted support Subscriptions to Spelling / Reading programs / Subscriptions to improve & enhance reading opportunities	Mixed results across the school. Results will show a narrowing of progress between disadvantaged and non-disadvantaged pupils.	Will continue CPD for Teachers to improve, develop and embed strategies within the school culture of excellent first wave teaching Increase use of Pre-Teaching	£7645 Lexia per year for 14 pupils. £41.66x14 =£581.24 First News: £38 Magazine subscription: £32

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>Children will be able to interact safely and appropriately at lunchtimes and playtimes</p>	<p>Increase opportunities for structured / supervised play activities during lunch time</p> <p>Create calmer dining experience CPD midday staff</p> <p>Improve resources and experiences linked to British Values / social & emotional intelligence</p>	<p>All midday staff trained with Jenny Mosely</p> <p>Family Service introduced - improvement in relationships between year groups & peers</p>	<p>Will continue with this approach</p>	<p>Cost for - CPD for midday staff - Jenny Mosely training-£520</p> <p>Cost of Jenny Mosely resources-£198.25</p> <p>TA supervision 2.5 hours per week for 39 weeks £1544</p>