

# Pupil premium strategy statement:



1. Summary information					
School	Leconfield Primary School				
Academic Year	20/21	Total PP budget	£17485	Date of most recent PP Review	Autumn 2020
Total number of pupils	153	Number of pupils eligible for PP	13	Date for next internal review of this strategy	Autumn 2021

2. Current attainment		
Attainment for: July 2019 (Assessments suspended 2020 due to Pandemic)	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)	
<b>In-school barriers</b> (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
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
D.	<p>Attendance rates for some PP children are below 90%. This reduces their school hours and causes them to fall behind on average.</p> <p>The national pandemic and lockdown saw some children missing more than a term of schooling. The school remained open for children of key workers and those most vulnerable. Despite this, many children could not attend school. Home schooling continued throughout and teachers were in contact with children and parents weekly. However, the lockdown has had an impact on learning, and there has also been an emotional impact on families, particularly some of those who are eligible for Pupil Premium. The prolonged closure means much of the 2019/2020 plan has not been implemented.</p>

<b>4. Intended outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<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 &amp; feedback take place during lessons</p>
<b>B.</b>	<p>Children make the same or better progress than their peers (English &amp; 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>
<b>C.</b>	<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.  HLTA to lead lunchtime activities to encourage cooperative play and to help children manage, maintain and develop friendships. Children will be able to interact safely and appropriately at lunchtimes and playtimes (Some funding from Sports Premium)</p>	<p>Support provided shows an increase in self-esteem, confidence and making friendships.</p>
<b>D.</b>	<p>The attendance &amp; 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

Academic year  
20/21

Pupil Premium Grant £17485

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</p> <p>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>Designated Teaching Assistant supports with 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>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 a pilot class (Ash), daily circle time is evident.</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>KT / EA</p>	<p>Half Termly</p>

<p>B) 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 e.g. 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 need.</p> <p>Use of assessment to demonstrate small steps progress for those working at /not working at/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 for core skills (Lexia)</p> <p>Individual subscriptions of First News for PP children</p> <p>First News Subscription for the whole school</p> <p>Monthly Magazine subscription</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>Immediate feedback is given wherever possible and has had a positive impact on progress of individuals.</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.</p> <p>Drop ins will show progress in books.</p> <p>School data will show increased progress and attainment.</p>	<p>Teachers TAs KT CE Eng lead</p>	<p>Half termly</p>
--	--	--	--	--	--------------------

<p>C) Teaching staff to identify children who are struggling with social skills and / or emotional resilience.</p> <p>ELSA staff to support these children to develop strategies to access all areas of learning and make expected or better progress.</p> <p>Children will be able to interact safely and appropriately at lunchtimes and playtimes</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 a programme of planned support, initially for a 6-week block.</p> <p>Monitoring and scrutiny of assessment data (release for Disadvantaged Champion Teacher - CE)</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>
--	--	---	---	-----------------------------	--------------------

ii. Targeted support  
iii.

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?
<p>D) The attendance &amp; punctuality of PP children improves. All children to have an attendance greater than 90%.</p> <p>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%.</p> <p>Relationships will be developed with parents and an ongoing conversation will emerge to ensure attendance and punctuality is valued by all and is as good as it can be.</p> <p>Weekly class reward for highest attendance (Polly Puffin).</p> <p>Termly report of attendance to parents-given letters if it falls below 90%.</p> <p>Awards are given to children who have 'good' attendance.</p> <p>If travel is an issue for families, they will be offered ways to help.</p> <p>Families who are persistently late or absent will be offered funded places at 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.</p> <p>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>

6. Review of expenditure				
Previous Academic Year 2019/20		Total Funding £18480		
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.	ELSA Groups Build2Express	<p>Fewer incidents of friendship issues for children who had ELSA sessions.</p> <p>Children are starting to be able to resolve some issues themselves using the strategies and support available.</p> <p>Limited progress due to COVID-19</p>	<p>Will still use ELSA as appropriate for specific cases</p> <p>Work with LA Behaviour Support to develop Teacher skills in adapting activities to meet emotional &amp; social need</p> <p>Develop the PSHE curriculum</p> <p>It is anticipated that there will need to be more support following the impact of lockdown.</p>	<p>2.5 hours per week ELSA time HLTA £1557.73</p> <p>2.5 hours per week Build2Express time HLTA £1557.73</p>
Children make the same or better progress than their peers (English & Maths)	Support within classroom from TA / Teacher Targeted support LEXIA subscription targeted for specific children	<p>Mixed results across the school. Results will show a narrowing of progress between disadvantaged and non-disadvantaged pupils however, data is affected by lockdown.</p> <p>Limited progress due to COVID-19</p>	<p>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</p> <p>We need to look at the school aims and whole curriculum</p>	<p>TA support across classes daily 5 hours per week x 5 classes x 39 weeks</p> <p>Lexia per year for 14 pupils. £32.78 =£458.92</p> <p>Lexia TA supervision 5 hours per week for 39 weeks £2439.35</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
Children will be able to interact safely and appropriately at lunchtimes and playtimes	<p>Increase opportunities for structured / supervised play activities during lunch time</p> <p>Improve resources and experiences linked to British Values / social &amp; emotional intelligence</p> <p>Subscriptions to improve &amp; enhance reading opportunities</p>	<p>Family Service introduced - improvement in relationships between year groups &amp; peers</p> <p>Limited progress due to COVID-19</p>	Will continue with this approach and introduce HLTA led play activities next year for all year groups	<p>HLTA lunch clubs 5 hours per week x 38 weeks £3115.45</p> <p>First News Subscription for 14 pupils £52.24</p> <p>Monthly Magazine Subscription for 14 pupils £27.80</p>