



Leigh St Peter's CE Primary School
Pupil Premium Strategy Statement 2018-2019
Governors Meeting: 6.12.18

1. Summary Information					
School					
Academic Year	2018 -2019	Total PP budget	237,600	Date of most recent PP review	
Total number of pupils	354	Number of pupils eligible for PP	180	Date of next internal review of this strategy	

2. Current attainment		
	<i>Pupils eligible for PP (33 children)</i>	<i>Pupils not eligible for PP (19 children)</i>
% achieving in reading, writing and maths	33% (11 children)	73.7 (14 children)
% in reading	42.4% (14 children)	84.2 (16 children)
% in writing	69.7% (23 children)	94.7% (18 children)
% in maths	48.5% (16 children)	84.2% (16 children)

3. Current progress		
	<i>Pupils eligible for PP (33 children)</i>	<i>Pupils not eligible for PP (19 children)</i>
Progress in reading	-4.53	-2.73
Progress in writing	-0.67	0.73
Progress in maths	-3.39	-1.89

4. Barriers to future attainment (for pupils eligible PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Baseline/Entry data – PPG entry data is low
B.	Communication Needs EYFS – Low levels on entry of PPG children, particularly in communication and language
C.	Social, Emotional and Wellbeing Needs – A large majority of PPG children have additional needs:
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Vulnerable Families - low levels of parental engagement, limited support for home learning, limited life experiences, attendance rates, safeguarding issues.

5. Desired outcomes	
<i>Desired outcomes and how they will be measured</i>	
A.	<p>Attainment of Pupils:</p> <ul style="list-style-type: none"> ▪ Gap between KS2 PPG and national average for Non PPG closes in Reading, Writing and combined RWM in Year 6 ▪ Increase the number of PPG children achieving ARE in writing in Year 3. ▪ Increase the number of PPG children achieving ARE in reading and maths in Year 5. ▪ Gap between PPG children closes with Non PPG children in Phonics in Year 1:

	<p><u>Targets to be measured:</u></p> <ul style="list-style-type: none"> ▪ Termly standard reviews: Autumn: 5th/6th December Spring: 20th/21st March Summer: 17th June ▪ End of Key Stage 2 data (July 2019) ▪ End of Key Stage 1 data (July 2019) ▪ End of EYFS data (July 2019) ▪ Year 1 and Year 2 Phonics Data (July 2019) ▪ End of year tracking data for all other year groups (July 2019) ▪ NFER Assessments: Autumn: 19th November Summer: 10th June ▪ Reading Folder: Assessment and tracking including ARE PPG monitoring (Monitored by English Lead)
<p>B.</p>	<p><u>Communication Needs EYFS:</u></p> <ul style="list-style-type: none"> ▪ Increase in the number of pupils achieving targets ▪ Increased numbers of pupils accessing Speech and Language provision ▪ Increased percentage of EYFS pupils achieving Communication and Language Early Learning Goal ▪ Increase levels of oracy throughout the school <p><u>Targets to be measured:</u></p> <ul style="list-style-type: none"> ▪ End of EYFS data (July 2019) ▪ Analysis of the percentage of pupils achieving their targets on their Individualised Speech and Language Programmes ▪ ♣ Number of pupils accessing Speech and Language interventions
<p>C.</p>	<p><u>Social, Emotional and Wellbeing Needs:</u></p> <ul style="list-style-type: none"> ▪ Improvements in self-belief and self-worth (as judged by Boxall Profile) ▪ Pupil voice ▪ Improved behaviour in class. ▪ Improved concentration levels. <p><u>Measure</u></p> <ul style="list-style-type: none"> ▪ Boxall Profile scores
<p>D.</p>	<p><u>Supporting Vulnerable Families:</u></p> <ul style="list-style-type: none"> ▪ To provide early intervention for pupils at risk of persistent absences. ▪ Increase PPG access to After School Clubs. Target: To be agreed on 7.12.18 <p><u>Measure</u></p> <ul style="list-style-type: none"> ▪ Termly compare the number of PPG children at risk of persistent absences – number to reduce from September to July.

6. Planned expenditure					
Academic Year:		2018-2019			
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 & rationale for the choice?	How will you ensure it is implemented well?	Staff lead	Review
Barriers A & B To raise attainment in writing in Year 3. EEF Toolkit: Teaching Assistants +1 Collaborative Learning +5 Small Group Tuition +4	Intervention at Point of need Planned intervention over a sustained period of time: - Rapid Reading - Rapid Phonics - Maths/ Reading/ Handwriting/ Spelling	<ul style="list-style-type: none"> Data shows decrease in the number of children working at age related compared to number of children who achieved GLD. 	<ul style="list-style-type: none"> PPG children receive focused interventions. Standard reviews focus on progress of PPG children. Monitor intervention records including reading folders. Pupil progress meetings Action Plans from PP meetings target PPG writing. 	MF JR JB DM DW	Termly
Barriers A & B To raise attainment in reading and maths in Year 5. EEF Toolkit: Teaching Assistants +1 Collaborative Learning +5 Small Group Tuition +4 Reading Comprehension +6	Intervention at Point of need. Planned intervention over a sustained period of time. - Rapid Reading - Rapid Phonics - Maths/ Reading/ Handwriting/ Spelling	<ul style="list-style-type: none"> Data shows decrease in the number of children working at age related compared to number of children who achieved GLD. 	<ul style="list-style-type: none"> PPG children receive focused interventions. Standard reviews focus on progress of PPG children. Monitor intervention records including reading folders. Pupil progress meetings Action Plans from PP meetings target PPG writing. 	KM JR	Termly
Barriers A & B To diminish the difference in Reading, writing and maths individually and also combined between PPG and non PPG children in Year 6 EEF Toolkit: Teaching Assistants +1	Intervention at Point of need. Planned intervention over a sustained period of time. - Rapid Reading - Rapid Phonics - Maths/ Reading/ Handwriting/ Spelling - Exam techniques - SAT practice papers	<ul style="list-style-type: none"> Data shows decrease in the number of children working at age related compared to number of children who achieved GLD. 	<ul style="list-style-type: none"> PPG children receive focused interventions. Standard reviews focus on progress of PPG children. Monitor intervention records including reading folders. Pupil progress meetings Action Plans from PP meetings target PPG writing. 	KM JR	Termly

Collaborative Learning +5 Small Group Tuition +4 Reading Comprehension +6					
Total budget cost:					£100,297 / £113,614
ii. Targeted support					
Desired outcome	Chosen action/ approach	What is the evidence & rationale for the choice?	How will you ensure it is implemented well?	Staff lead	Review
Barriers C To improve SEMH needs for specific children identified from Boxall Profiles.	Nurture Provision Intervention – KS1 and KS2	<ul style="list-style-type: none"> Boxall Profile Work in children's books.	<ul style="list-style-type: none"> Improvements in self-belief and self-worth (as judged by Boxall Profile) Pupil voice Improved behaviour in class. Improved concentration levels. 	VB	
Barriers B, A & D To ensure that early communication needs are met.	Speech and Language Therapists / Intervention / Whole school approach Pre learning Language.	Delivery of individualised / group speech and language programmes ensures that pupils are able to better access the curriculum and engage in the world around them <ul style="list-style-type: none"> Accelerated rates of progress across the areas of Communication and Language 	Meticulous data analysis of individual programmes of intervention <ul style="list-style-type: none"> Increase in the number of pupils at the end of Reception able to score as 'age appropriate' 	KN	
Total budget cost:					£100,297 / £113,614
iii. Other approaches					
Desired outcome	Chosen action/ approach	What is the evidence & rationale for the choice?	How will you ensure it is implemented well?	Staff lead	Review
Barriers C & D To ensure that all pupils within the school are in full and correct uniform	<ul style="list-style-type: none"> Clear expectations set by SLT and teaching staff. Staff make appropriate challenges to pupils and parents to support uniform procedures. 	<ul style="list-style-type: none"> Improved social and emotional well-being for pupils results in a positive impact in their readiness to learn 	<ul style="list-style-type: none"> Learning walks indicate higher percentages of pupils wearing full school uniform. Pupil Voice. Case studies. 	SA AF	Termly

	<ul style="list-style-type: none"> School to purchase spare uniform. Staff to issue class dojos appropriately. 	<ul style="list-style-type: none"> Increased well-being has a positive impact on behaviours for learning and pupils therefore make accelerated progress Increased sense of belonging Consistency in high expectations are seen across school. 	<ul style="list-style-type: none"> Feedback from parents indicates increased levels of feeling supported. 		
<p>Barrier C & D To provide early intervention for pupils at risk of persistent absences (90%) EEF: Social and Emotional Learning +4 Parental engagement +3 School Target: 96%</p>	<ul style="list-style-type: none"> Parental engagement Referrals to attendance services. Incentives to motivate children – attendance reward. Buy in to the SLA for education welfare. LSPPS begin early intervention at 94%. Track attendance daily – Pastoral team 1st day phone calls/home visits 	<ul style="list-style-type: none"> Support is effectively targeted to improve attendance The number of Persistent Absences decreases Pupils make accelerated levels of progress due to their improved attendance ♣ Attainment improves across all curriculum areas for children at risk of PA. 	<ul style="list-style-type: none"> Employment of Attendance Officer to implement rigorous systems to track and improve whole school attendance. Pastoral/SLT meetings to discuss outcomes of attendance monitoring. 	AF SA	Weekly
Total budget cost:					£2,230 / £5,500