

**Pupil Premium Strategy Statement
St Leonard's RC Primary School
2018/19**

Summary information											
Year Group	Anticipated number of pupils eligible Autumn Term 2017/18						Anticipated number of pupils eligible Autumn Term 2018/19				
	FSM	LAC	Military	No of pupils eligible September	% of pupils eligible September		FSM	LAC	Military	No of pupils eligible September	% of pupils eligible September
Reception	1			1	5	Reception	5	0		5	5/23
1	2	1		3	10	1	2	0		2	2/14
2	4			4	13	2	5	0		5	5/21
3	2		1	3	10	3	4	0		4	4/31
4	4			4	13	4	4	0		4	4/28
5	7		1	8	27	5	5	0		6	6/27
6	10	1		11	35	6	4	0	1	7	7/30
Whole school	30	2	2	34	19	Whole school	29 17%	0		33	33/174 19%
Pupil Premium Budget 2016-17	£54,220					Pupil Premium Budget 2017-18	£45,820				
Last Review	September 2017					Last Review	September 2018				
Next Review	July 2018					Next Review	July 2019				

Summary information					
School	St Leonard's RC Primary School				
Academic Year	2018/19	Total PP budget	£45,820	Date of most recent PP Review	September 2018
Total number of pupils	174	Number of pupils eligible for PP	33	Date for next PP Strategy Review	Summer 2019

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Current attainment		
KS2 Outcomes Summer 2018	Pupils eligible for PP 11/31 in cohort	Pupils not eligible for PP- KS2 (national average 48% RWM)
% achieving expected or above in reading, writing & mathematics	36%	50%
Reading attainment Expected Standard	36%	55%
Reading attainment Greater Depth Standard	0%	10%
Writing attainment Expected Standard	73%	90%
Writing attainment Greater Depth Standard	9%	25%
Maths attainment Expected Standard	46%	70%
Maths attainment Greater Depth Standard	0%	10%
SPAG attainment Expected Standard	64%	85%
SPAG attainment Greater Depth Standard	18%	25%
Progress score in reading Scaled score	98.1 (NAT 101)	100.9 (NAT 105)
Progress score in writing		
Progress score in mathematics Scaled score	100.3 (NAT 102)	103.1 (NAT 105)
Progress score in SPAG Scaled score	104.1 (NAT 104)	104.9 (NAT 107)

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KS1 Outcomes Summer 2018	Pupils eligible for PP 4/27 in cohort	Pupils not eligible for PP- KS1 23/27 in cohort
Reading attainment Expected Standard	50%	70%
Writing attainment Expected Standard	50%	52%
Maths attainment Expected Standard	50%	48%
RWM Combined attainment Expected Standard	50%	48%
EYFS	Pupils eligible for PP 1/13 in cohort	Pupils not eligible for PP- KS1 12/13 in cohort
% achieving GLD (Good Level of Development)	0%	83%
Barriers to future attainment (for pupils eligible for PP)		
1. Early language and communication difficulties		
2. Reading and writing attainment for pupils who are eligible for pupil premium is lower than other pupils		
3. Maths attainment for pupils who are eligible for pupil premium is lower than other pupils		
4. Wider opportunities in the world, e.g. trips and visits		
5. Poor attendance and punctuality issues		
6. Social, emotional and behavioural difficulties		

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Outcomes (desired outcomes and how they will be measured)	Success criteria
<p>1. Barrier- Early language and communication difficulties</p> <p>Improving phonic attainment for pupils eligible for Pupil Premium in Reception, KS1 and lower Key Stage 2. This will be achieved through:</p> <ul style="list-style-type: none"> • Daily Phonic teaching in streamed groups • Intervention includes: <ul style="list-style-type: none"> • Targeted Phonic intervention. • Read, Writ Inc intervention • BLAST intervention, a new intervention, where staff have been trained • Project X Code, a new intervention, where staff have been trained • Staff training is organised to ensure there is quality first teaching in the delivery of phonics. Training to be led by the Local authority, in school observations and also CPD by the English Leader • Additional adult support, in addition to class teacher and HLTA to support interventions <p>• Improving communication and language within the Early Years through targeted 1:1 intervention within the setting.</p>	<p>Pupils eligible for Pupil Premium make as much progress as 'other' pupils in Phonics. Measured by class teacher assessments and externally moderation practices established internally with in School and externally with cluster groups. Monitored by the English Lead.</p> <p>Pupils in Early Years make as much progress as 'other ' pupils in Communication and Language and from entry to exit there has been an acceleration of progress.</p>
<p>• Barrier- Reading and writing attainment for pupils who are eligible for pupil premium is lower than other pupils</p> <p>Improving reading and writing attainment for pupils eligible for Pupil premium pupils that have been identified. We will do this with a targeted 1:1 reading intervention programme.</p> <ul style="list-style-type: none"> • Targeted phonics intervention • BLAST intervention • Reading comprehension intervention • Listening to pupils read daily • Providing high quality texts to read • Responsive teaching • Quality feedback given to children, both verbal and written • Children having a clearer understanding of their reading and writing targets in order to tackle next steps • CPD focusing on raising standards and diminishing the difference in reading and writing between PP • Opportunities to develop reading outside of the classroom, Reception Bedtime Reading Scheme 	<p>Pupils identified and eligible for PP to make accelerated progress in reading. Measured by ongoing assessment strategies and analysis of standardised tests. Data analysed and progress monitored by the English Lead.</p>

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<p>2. Barrier- Maths attainment for pupils who are eligible for pupil premium is lower than other pupils</p> <p>Improving the attainment and progress in maths for all Pupil Premium pupils. We will do this through:</p> <ul style="list-style-type: none"> • CPD to support quality first teaching with a focus on reasoning, challenge and questioning • Targeted maths interventions and Booster classes to support pupils that need additional support to catch up • Pre-teaching Responsive intervention • Booster for Year 6 pupils 	<p>Pupils eligible for PP make as much progress as 'other' pupils in the Maths from their baseline data. Measured by class teacher assessments and successful moderation practices established internally with in School and externally with cluster schools. Monitored by the Maths Lead.</p>
<p>Barrier 2 and 3- Increasing the rates of progress across the school for high attaining pupils eligible for PP.</p> <p>We will do this through:</p> <ul style="list-style-type: none"> • Booster intervention for Year 6 pupils in Spring term 2019 • CPD led by Maths and English Leaders and Local Authority SIO training to support quality first teaching with a focus on meeting the needs of all learners, challenge and questioning. • Intervention for maths for a range of ability groupings in Year 5 and 6 high with an experienced HLTA, in addition to standard lessons 	<p>Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Reception, Key Stage1 & 2 in maths, reading and writing. Measured in by class teacher assessments and successful moderation practices established internally with in school and externally with cluster schools. Monitored by SLT</p>

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<p>3. Barrier - Wider opportunities in the world, e.g. trips and visits</p> <p>Pupils eligible for Pupil Premium are to access co-curricular opportunities</p> <p>We will do this through:</p> <ul style="list-style-type: none"> • Children are targeted for Change for Life activities and day visits • Trips are subsidised for trips, e.g. Outdoor adventure such as Derwent Hill as well as class trips • Music lessons are subsidised • Sporting events are subsidised • After school clubs and lunchtime subsidised 	<p>Children attend after-school clubs, external visits, sporting events, educational visits and music lessons</p>
<p>4. Barrier- Poor attendance and punctuality issues</p> <ul style="list-style-type: none"> • Increasing attendance and punctuality for pupil eligible for PP. • We will do this through: • Pupil Premium leader to support families on improving attendance and punctuality • Pupil premium children encouraged to arrive at school before 8:55am for early morning activities • Pupil Premium children encouraged to come to school breakfast club • Attendance Lead to monitor pupils and follow up quickly on persistent lateness • Incentives and rewards given for improved attendance and punctuality • Parents support their child's learning both in school and at home 	<p>Pupils eligible for PP improve their punctuality and this supports their progress and attainment.</p> <p>Attendance for individuals improve.</p> <p>Attendance at parents' events. Homework is completed.</p>

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Barrier - Social, emotional and behavioural difficulties

5. Children will have access to early intervention to ensure that their individual needs are met.

We will do this through:

- Early intervention, i.e. Early Help
- Early identification of any social, emotional or behavioural difficulty and intervention used to support
- Close links established to other agencies to offer support, e.g. Autism Outreach Team, Key Stage 1 Behaviour Team, Key Stage 2 Behaviour Support Service, Speech and Language Team, Language and Learning Team
- Pastoral support worker
- Staff CPD on pupil well-being, mental health and wellbeing and mindfulness, managing children with autistic spectrum disorder, managing and supporting vulnerable children
- Pupil workshops on Mental health and wellbeing, during Anti-Bullying weeks

Early Help Meetings are supporting children and their families. Pastoral Support sessions provide opportunities for children to receive therapeutic interventions. Pupil Wellbeing improved.

Pastoral Support Sessions

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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.				
Quality Teaching For All				
i. Quality of teaching for all	Chosen action / approach	What is the evidence and rationale for this choice?	Staff lead	When will you review implementation?
Improve phonic attainment for pupils eligible for PP in Reception and KS1.	Staff research in to ways to support the teaching of phonics. English Lead CPD to support the monitoring of Phonics.	Investment in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	English Leader	Termly
Improve the attainment and progress in Maths for all PP pupils.	CPD on providing quality first teaching in maths and developing higher order questioning to support reasoning.	Pupils eligible for PP make as much progress as 'other' pupils in the Maths. Staff training in practices to support reasoning, effective differentiation and questioning for these pupils in all aspects of their learning through Together for Children. Use of White Rose Planning and Times tables Rockstars.	Maths Leader	Termly
Improved progress for high attaining pupils	CPD on providing stretch for high attaining pupils.	High ability pupils eligible for PP are making less progress than other higher attaining pupils across school. Ensuring that all our more able PP pupils achieve above ARE and are provided with opportunities for challenge and reasoning in all aspects of their learning. We want to train all teachers in practices to provide stretch and encouragement for these pupils in all aspects of their learning through CPD with Together For Children	SLT	Termly

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<p>Improve the attainment and progress in Maths for all PP pupils.</p>	<p>CPD on providing quality first teaching in maths and developing higher order questioning to support reasoning.</p>	<p>Pupils eligible for PP make as much progress as 'other' pupils in the Maths. Staff training in practices to support reasoning, effective differentiation and questioning for these pupils in all aspects of their learning through a programme of CPD provided by Together for Children and our maths leader.</p>	<p>Maths Leader</p>	<p>Termly</p>
<p>Improved progress for high attaining pupils</p>	<p>CPD on providing stretch for high attaining pupils.</p>	<p>High ability pupils eligible for PP are making less progress than other higher attaining pupils across school. Ensuring that all our more able PP pupils achieve above ARE and are provided with opportunities for challenge and reasoning in all aspects of their learning. We want to train all teachers in practices to provide stretch and encouragement for these pupils in all aspects of their learning through our work with Together for Children</p>	<p>Maths Leader</p>	<p>Termly</p>
<p>How will you ensure it is implemented well?</p>	<p>Planning, assessment, class and book scrutinies monitoring. Moderation sessions planned with Deanery partners. External advisor support ,Pupil Progress meetings SLT drop ins.</p>			

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Targeted Support				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Staff lead	When will you review implementation?
Improve phonic attainment for pupils eligible for PP in EYFS and KS1.	1:1 Targeted Intervention for PP pupils who need additional RWI phonic sessions.	Some students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Year 1/ Reception class teachers	Termly
Improve reading attainment for pupils eligible for PP pupils that have been identified.	Reading intervention/ support for pupils identified.	The vocabulary of children from the poorest backgrounds lags more than a year behind that of their classmates from richer homes by the time they start school. Some pupils need targeted support to catch up. The Sutton Trust, the charity which sponsored research, said the divide was a "tragic indictment of modern society", showing how educational inequality starts young and leaves children from the most disadvantaged homes struggling to keep up throughout their school years. Children require vocabulary enriched sessions, activities and an environment where their speaking, listening skills can be nurtured.	English Lead EY/KS1 Staff	Termly
Improve the attainment and progress in Maths for all PP pupils.	Weekly small group sessions, pre teaching and responsive intervention in maths for targeted pupils who aren't making enough progress in maths and need additional support to catch up for pupil in KS2.	Some of the students need targeted support to address gaps in their knowledge and understanding.	Maths Lead	Termly
Improved progress for high attaining pupils	Weekly small group sessions in maths and reading for high-attaining pupils in Year 6 and Year 5 with an experienced HLTA, in addition to standard lessons.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources.	Maths Lead	Summer 2019
How will you ensure it is implemented well?	Work scrutiny, drop ins, data analysis , pupil voice			

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Other approaches				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Staff lead	When will you review implementation?
Improved punctuality and attendance for pupil eligible for PP.	Staff to support families on improving punctuality. Office staff, SLT and Attendance 100 to monitor pupils and follow up quickly on persistent lateness. Pastoral Worker Support Service to work with vulnerable families on attendance and punctuality.	Attainment for children will continue to be below if they aren't actually attending school or arriving to school on time. NFER briefing for school leaders identifies addressing attendance and punctuality as a key step.	SLT	Termly
Support vulnerable pupils to access the curriculum and receive the same opportunities as other children.	Subsidising opportunities for experiential learning including visits and school trips Additional resources to support learning Breakfast Club After School Clubs Music enrichment Pastoral Support Worker Use of EP to support PP children through recommendations for interventions based on individual needs.	By supporting vulnerable pupils to access the curriculum and receive the same opportunities as other children they will make the same attainment as others.	PP Lead/ Head teacher	Termly
How will you ensure it is implemented well?	Targeted Pupils will make accelerated progress. Pupil Progress Meetings will evidence attainment. Observations and parental feedback. Ensure through pupil progress meetings that these interventions have a positive impact. Attendance monitored by admin, SLT and Attendance 100. Monitor the positive impact of these via: Pupils enter classroom ready to work. Pupils have received a good breakfast to give them the energy to engage. Ensure effective communication with parents to understand individual needs. HT DH liaise with Pastoral Support Worker			