

**Pupil Premium Strategy Statement  
St Leonard's RC Primary School  
September 19/20**

Summary information				
Year Group	Number of pupils eligible September 2019			% of pupils eligible September 2019
	FSM	LAC	Military	
Reception	4			2.4
1	4			2.4
2	2			1.2
3	5			3.0
4	4			2.4
5	6			3.6
6	6			3.6
<b>Whole school</b>	<b>36</b>			21.8
<b>Pupil Premium Budget 2019-20</b>	£49,780			
<b>Last Review</b>	September 2018			
<b>Next Review</b>	July 2020			

Summary information					
<b>School</b>	St Leonard's RC Primary School				
<b>Academic Year</b>	19/20	<b>Total PP budget</b>	£49,780	<b>Date of most recent PP Review</b>	September 2019
<b>Total number of pupils</b>	165	<b>Number of pupils eligible for PP</b>	36	<b>Date for next PP Strategy Review</b>	Summer 2020

Current attainment (not including Year R September 2019)

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	<b>All Pupils %</b>	<b>PP Children %</b>
End KS1		
% achieving expected or above in reading	90	80
% achieving expected or above in writing	76	40
% achieving expected or above in mathematics	95	80
End KS2		
% achieving expected or above in reading	82	86
% achieving expected or above in writing	68	86
% achieving expected or above in mathematics	68	71
% achieving expected or above in reading, writing & mathematics	57	71

Barriers to future attainment (for pupils eligible for PP)
In-school barriers ( <i>issues to be addressed in school, such as poor oral language skills</i> )
Early language development
Early reading development
Social and emotional development
External barriers ( <i>issues which also require action outside school, such as low attendance rates</i> )
Parental engagement
Engagement in extra curricular activities

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<b>Outcomes (desired outcomes and how they will be measured)</b>	<b>Success criteria</b>
Pupils eligible for PP make as good progress as others and attain as well as other children	Results and progress are consistent across all groups in all year groups
Pupils eligible for PP access full co-curricular opportunities	Children attend after-school clubs, external visits, sporting events, educational visits and music lessons
Pupils eligible for PP will have their social and emotional needs met	Children will have access to early intervention to ensure that their individual needs are met.
PP absence monitored and school working closely with parents to increase attendance	Incentives and reward systems takes personal attendance over 96%
Parents support their child's learning both in school and at home	Attendance at parents' events. Homework is completed.

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Quality of teaching for all					
Desired outcome	Action	Rationale	Quality Assurance	Staff lead	Review
Pupils eligible for PP make as good progress as others and attain as well as other children	Quality first teaching  TA's in class to support targeted groups	DfE guidance on Quality First Teaching and Personalised Learning	Observation, work scrutiny, pupil voice, data analysis, performance management	SLT	Termly
	Reducing class size funding towards additional teacher for Y6	EEF teaching and learning toolkit	Observation, work scrutiny, pupil voice, data analysis, Pupil progress	SLT	Termly
	Effective Feedback at point of learning	EEF teaching and learning toolkit	Observation, work scrutiny, pupil voice	SLT	Termly
	Analysis of summative data each term	Analysis to inform targeted support	Progress measures, pupil progress meetings	Staff	Termly
	Booster Club for Y6 children, lessons after school delivered by all teaching staff.	Encourage independent learning	Progress measures	Year 6	Termly
	Accelerated Reader from Y2-Y6	Encourage independent reading	Progress measures	Staff	Termly
	Implementation of small steps approach to mastery in mathematics lessons	White Rose Hub	Observation, work scrutiny, pupil voice, data analysis, planning	Staff	Termly
<b>Total budgeted cost</b>				£ 15,000	

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Targeted Support					
Desired outcome	Action	Rationale	Quality Assurance	Staff lead	Review
Language and social skills ensure all children engage well in all lessons	Early Years training towards ICAN accreditation	ICAN accreditation	Observation, work scrutiny, pupil voice, data analysis, planning	EYFS Lead	Termly
Pupils eligible for PP make as good progress as others and attain as well as other children	Same day interventions targeted at children who have misconceptions from that lesson TA's to take intervention groups in the afternoons	NCTEM research EEF Teaching & Learning	Observation, work scrutiny, pupil voice, data analysis, planning	FMc & RS	Termly
	Small group tuition in phonics every morning	EEF Teaching and Learning	Observation, work scrutiny, pupil voice, data analysis, planning	RS	Half termly
	Effective delivery of reading Intervention programme. Project X Code	Research Inclusion research	Observation, work scrutiny, pupil voice, data analysis, planning	RS	Half termly
	Interventions recommended by EP and other outside agencies are delivered effectively – such as memory games, sensory circuits etc.		Observation, work scrutiny, pupil voice, data analysis, planning	Class teachers, subject leads and SENCO	Termly
<b>Total budgeted cost</b>				<b>£11,780</b>	

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**Other Approaches**

Desired outcome	Action	Rationale	Quality Assurance	Staff lead	Review
Pupils eligible for PP access full co-curricular opportunities	Financial support for special projects and visits. Provision and servicing of musical instruments. Financial support for after school clubs. Financial support for Breakfast Club Investment in IT resources	Inclusion of all children	Participation numbers	DHT	Termly and as required
Pupils eligible for PP make as good progress as others and attain as well as other children by addressing any social and emotional issues.	Liaison with partner professionals: Early engagement with EP, virtual school heads, social workers, early help workers, carers, MASH	Early identification and intervention	Involvement in training, PEP, TAC etc. meetings Observation, work scrutiny, pupil voice, data analysis, planning	DHT	Half termly and as required
Pupils eligible for PP make as good progress as others and attain as well as other children by addressing any social and emotional issues.	Effective engagement of children in activities to support wellbeing. Daily short sensory circuits, 1-1 mentoring, daily 'pick ups' Nurture groups, friendship groups. Specific interventions which encourages self esteem, confidence etc. ELSA Early intervention involving parents, ½ day a week with Learning Mentor.	Early identification and intervention	Training for staff – ASD training , ELSA, Positive handling Participation evaluated	HT/ DHT	Half termly and as required
Parents support their child's learning both in school and at home	Parent mentoring sessions Effective homework	Inclusion of all children	Observation, work scrutiny, pupil voice, data analysis, planning		June 2019

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	<b>Total budgeted cost</b> £10,000
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**Additional detail**

In this section you can annex or refer to additional information which you have used to support the sections above.

The progress of all our children, including our PP children is monitored regularly by the Headteacher, DHT, phase leaders, subject leads, SENCo and class teachers.

Formal monitoring happens once a term and in some areas half termly and necessary actions are agreed to prevent any child falling behind and to ensure high achievers remain challenged. Intervention programmes and whole school strategies are evaluated closely by all stakeholders and the impact measured. This information is used to decide future actions.

As a school we desire to see the gaps closing between our PP pupils and our no PP. Our actions are not taken lightly, but are formulated from many meetings, discussions, analysis of data and on-going teacher day-to-day feedback.