

Pupil premium strategy statement (primary)

1. Summary information					
School	Padiham St Leonard's CE VA Primary				
Academic Year	2018/19	Total PP budget	£88,660	Date of most recent PP Review	Oct 18
Total number of pupils	278	Number of pupils eligible for PP	58 (65)	Date for next internal review of this strategy	July 19

2 A) Current attainment at the end of KS2 - July 2018			
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (our school)</i>	<i>National Average (for all pupils)</i>
% achieving in reading, writing and maths	54.5%	84.2%	64%
% achieving in reading	54.5%	84.2%	75%
% achieving in writing (GPS)	72.7%	100%	78%
% achieving in maths	63.6%	100%	76%
Scaled score in reading	97.5	105.7	105
Scaled score in GPS	105.7	110.1	104
Scaled score in maths	100.7	110	106
progress measure in reading	-2.4	0.7	0.33
progress measure in writing	0.9	1.7	0.18
progress measure in maths	0.5	5.2	0.28

2 B) Current attainment at the end of KS1- July 2018			
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (our school)</i>	<i>National Average (for all pupils)</i>
% achieving in reading, writing and maths	42.9%	33.3%	
% achieving in reading	57.1%	52.8%	76%
% achieving in writing (GPS)	42.9%	47.2%	68%
% achieving in maths	71.4%	63.9%	75%

2 C) Current attainment – Phonics Screening 2018			
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (our school)</i>	<i>National Average (for all pupils)</i>
% meeting expectation in Year One	88.9%	71.4%	81%
% meeting expectation in Year Two	85.7%	86.1%	92%

2 D) Current attainment – EYFS 2018			
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (our school)</i>	<i>National Average (for all pupils)</i>
% achieving a Good Level of Development	50%	61.8%	64%

2 D) Attendance 2017-18			
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (our school)</i>	<i>National Average (for all pupils)</i>
% attendance	95.6%	95.6%	96%
% Unauthorised absence	1.7%	1.3%	
% absence due to illness/medical appointments	2.6%	2.7%	
% absence due to holidays	0.8%	0.6%	

3 Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Limited Levels of determination and willingness to persevere through a task.
B.	Limited range of vocabulary and language skills.
C.	Poor retention of number facts and ability to apply this to a range of situations.
D.	Limited support with reading/number work/homework outside of school.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Limited opportunities for taking part in extra-curricular activities outside of school.

4 Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increased resilience	Pupils to demonstrate increased resilience when approaching new tasks or seeing task through to a conclusion.

		High numbers of PP children representing the school through sports, choir, STEM projects/competitions, maths events etc.
B.	Increased vocabulary and language	<p>Increased percentage of pupils with expected language skills (as measured by WellComm) by the end of EYFS</p> <p>Question level analysis to demonstrate an increase in strands related to this target, i.e.</p> <ul style="list-style-type: none"> • Give / explain the meaning of words in context • Identify / explain how meaning is enhanced through choice of words and phrases • Identify / explain how information / narrative content is related and contributes to meaning as a whole
C.	Increased ability to recall number facts and use these to solve problems	<p>Improvements in times table recall as demonstrated by teacher assessment in class</p> <p>Improvements in mental mathematics scores</p> <p>Question level analysis to demonstrate an increase in strands related to this target,</p> <ul style="list-style-type: none"> • Addition, subtraction, multiplication and division (calculations)
D.	Increased fluency and accuracy in reading.	<p>Percentage of PP children meeting reading expectations inline with national non PP pupils.</p> <p>PP children to reach school reading expectations:</p> <ul style="list-style-type: none"> • Blue by the end of EYFS • Purple by the end of Year 1 • Lime by the end of Year 2 • Brown by the end of Year 3 • Grey by the end of Year 4 • Blue by the end of Year 5 • Red by the end of Year 6
E.	Pupil Premium Pupils to take part in extra curricular activities	<p>PP pupils to attend educational visits including residential.</p> <p>High numbers of PP children to attend an after school clubs during the year (including homework club).</p> <p>PP children taking part in Children's University and graduating.</p>

5 Planned expenditure

Academic year

18/19

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 and rationale for this choice?	How will you ensure it is implemented well?	Cost	When will you review implementation?
To improve mental recall of number bonds and times tables	To use Times tables Rockstars to raise enthusiasm and engagement in learning number bonds and times tables. Pupils to be closely monitored on their recall of specific tables with regular reviews of previously learnt tables.	Evidence from other schools shows the impact of this resource by engaging pupil interest.	Class teachers will monitor the pupil leader board and ensure all pupils are making progress. Maths SL will oversee the leaderboard and use this in his review of mathematics to demonstrate impact.	£160	June 2019
Increased percentages of PP children achieving year group expectations in writing. Quality of writing for PP children in foundation subjects reflects quality of writing in Literacy.	TA support in foundation subjects to model high quality discussions and use of appropriate vocabulary in these subjects. These TAs to support the teacher in ensuring all pupils have high quality feedback about the quality of their work in relation to strict success criteria throughout the lesson. (Teacher or TA to support pupils via guided writing sessions in foundation subjects). Provision of fine motor/handwriting and phonics/wordfirst/GPS interventions as identified by the classteacher.	The use of high levels of support has resulted in excellent progress for these pupils in the recent years at St Leonard's. The Sutton Trust toolkit highlights High Quality feedback as an effective way to raise attainment.	SLT will observe lessons and look at book scrutinies by Subject Leaders to look at the impact of this provision on writing skills across the curriculum.	£21,000	June 2019
Pupil's to participate in a wider range of opportunities. Increased aspiration to achieve success in the arts.	Enhanced resources for history day, Visits to a place of worship, visits from a person of another faith, specialist singing teacher for the choir, whole school pantomime performance, play in a day for Year 5 pupils	Over recent years at St Leonard's this has demonstrated a positive impact on pupil attitude to learning. The school has reduced the financial impact of this by having a high quality pantomime performance at school (rather than visiting the theatre) and having visitors to school where possible.	Teachers and SLT will report back on the impact of this on pupil attitude. Governors to seek feedback from pupils on the impact of this during pupil interviews. All pupils involved in a school performance.	£4,000	June 2019

Total budgeted cost

£25,160

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost and Staff lead	When will you review implementation?
<p>Accelerated progress for pupils receiving S&L intervention so that their expressive and understanding skills move inline with age-related expectations.</p> <p>Pupils in EYFS and KS1 are able to speak more clearly, positively impacting on their reading and writing work.</p> <p>Progress in CLL, Reading and Writing is at least good and in many cases outstanding for these children.</p>	<p>Purchase WellComm assessment.</p> <p>SENCo to support classteachers in creating effective interventions plans for these children.</p> <p>TA to deliver intervention.</p>		<p>Provision and progress will be monitored by SENDCo</p>	<p>Purchase of WellComm assessment £____</p> <p>SENCo time to support staff in creating effective intervention plans</p> <p>Training for TAs???</p>	<p>June 2019</p>
<p>Increased percentage of pupils meeting typical age-related criteria and achieving a Good Level of Development by the end of Reception (from a 21% baseline).</p>	<p>High levels of support in Nursery and Reception to include full time TA 2 support for the Reception class to deliver interventions to individual children:</p> <p>PSE</p> <ul style="list-style-type: none"> - Additional play support - Use of social stories - Small group work on social skills <p>PD</p> <ul style="list-style-type: none"> - Dressing and undressing - Toilet training - Hygiene and health awareness <p>CLL</p> <ul style="list-style-type: none"> - Assessment of S&L skills using WellComm - S&L intervention to address needs identified 	<p>Sutton Trust research highlights Early Intervention as an effective way to raise attainment.</p> <p>High quality use of intervention has enable excellent progress for Reception pupils previously not on track in the last two years at St Leonard's.</p> <p>Evidence in school such as the project in Lancaster to demonstrate the positive impact of WellComm assessment and intervention</p>	<p>Provision to be monitored by the SENDCo.</p> <p>Observation of provision during walk throughs.</p> <p>EYFS leader to discuss impact of the interventions when discussing data analysis with teachers.</p>	<p>£13,200</p>	<p>June 2019</p>

Accelerated progress for PP children in reading. Increased numbers of PP children reaching year group expectations. Reading records demonstrate that these pupils are accessing a wide range of books.	TA support in classrooms to ensure that all PP children read individually at least 3 times per week. Use of volunteers to hear these pupils read regularly.	This approach using 1:1 tuition for these pupils ensures that staff can concentrate on the skills appropriate for the child. Therefore pupils who need to develop decoding skills and fluency concentrate on this with some discussions about comprehension. Excellent gain can also be seen for more able or older children who are already fluent readers by concentrating on developing comprehension skills. The Sutton Trust list Reading Comprehension strategies as an effective way to raise achievement. Reading aloud	Literacy Co-ordinator to monitor progress in reading through assessment analysis. Literacy Co-ordinator to also look at the percentage of children reading at or beyond a year group appropriate book band.	£10,600	June 2019
Accelerated progress for PP children in mathematics. Increased numbers of PP children reaching year group expectations. Question level analysis demonstrating increased accuracy in arithmetic for this group.	Maths co-ordinator to provide training for TAs in effective use of Breaking Barriers and Big Ideas. TA2 time to deliver planned support in mathematics to ensure that pupils develop confidence in place value and have a secure knowledge of number facts (Interventions in small groups 30 mins at least 3x per week) Maths co-ordinator to review impact of the intervention.	Result from the Sutton Trust demonstrates that Small Group tuition is an effective way to accelerate progress providing that: <ul style="list-style-type: none"> • Groups are kept small (6 or less) • High quality teaching is involved • Learning objectives are tailored to the needs of the group and individuals to ensure that gaps in learning are addressed. 	TAs to report back on the impact of their intervention in addressing learning gaps. Teachers to report on progress towards year group expectations. Math subject leader to analyse impact of this on increasing the percentage of pupils meeting year group expectations.	TA 2 time 1 hour per day per class £21,000 Purchase Breaking Barriers/Big Ideas for high quality specific resources £500	June 2019
Pupils to be able to control their emotions more as evidenced by less outbursts in school. Children to thrive on success but also to be able to analyse failure and learn from mistakes. Children's stamina during assessment to increase (which will impact on attainment).	Mentoring in school for pupils who struggle to come to terms with their mistakes or the mistakes of others TA3 to provide support such as 'Volcano in my tummy' and self-esteem work Interventions for pupils requiring support with social skills/precision of language/turn taking, e.g. Lego therapy	The Sutton Trust research demonstrates that Social and Emotional Learning has a high impact on improving educational outcomes for pupils. When planning these activities it is important that Skills should be taught purposefully and explicitly linked to direct learning in schools, encouraging pupils to apply the skills they learn. This approach is most effective because it is supported by the whole school ethos and the	SLT to monitor the impact of this through behaviour records. SLT to monitor academic progress for pupils who are in this risk group.	£2,000	June 2019
Total budgeted cost					£54,194
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost and Staff lead	When will you review implementation?

<p>To increase pupil's range of vocabulary and ability to use vocabulary appropriately. Children to be able to establish overall themes and concepts from a stimulus. Children to be able to establish their own point of view and give reasons/evidence to support their views. Children to listen carefully to the opinions and others and be able to build on these views.</p>	<p>Teachers to deliver P4C at least 4 times each half term. Provide training for TAs in P4C so they can effectively monitor sessions to evaluate against the 4Cs as well as ensuring all pupils are verbally contributing. 2 teachers trained to level 3.</p>	<p>Research from the Educational Endowment Trust demonstrates high impact of work which involves a 'metacognition and self-regulation' approach and P4C is listed as such an approach. This approach is shown to result in 8 months additional progress for pupils during a year.</p>	<p>Involvement in NFER project which includes support from P4C consultant. Appoint a P4C leader and a P4C governor.</p>	<p>S Halsey £1,600 for the project £1,000 for cover for teachers</p>	<p>July 19</p>
<p>High percentages of PP children accessing extra-curricular or out-of-school provision and representing the school in teams High numbers of pupils attending the graduation ceremony</p>	<p>Involvement in Children's University for pupils to encourage them to take part in extra-curricular activity and develop aspirations for university</p>	<p>EEF research demonstrates that this scheme can improve maths and English by an additional 2 months progress. The success of the scheme is linked to the quality of the activities on offer but these are moderated by the CU partnership to ensure continued success.</p>	<p>CU co-ordinator to feedback to the SLT about the percentage of PP children engaged in this provision.</p>	<p>£1020 for joining the scheme and passports</p>	<p>July 2019</p>
<p>High percentages of PP children accessing extra-curricular provision and representing the school in teams Extra-curricular provision to include opportunities for pupils to complete homework activities.</p>	<p>Provision of a wide range of extra-curricular provision. Ensure that a high percentage of PP pupils access this provision.</p>	<p>Over the past few years these activities have demonstrated that they fully engage children and support their enthusiasm for school and therefore have a positive impact on attendance. High numbers of PP children (particularly at EYFS or KS1 where adult support is usually required) do not have opportunities to complete homework at home. This effects their self-esteem and involvement in lessons which build on these activities.</p>	<p>PP Co to analyse the percentage of PP children attending clubs and ensure all have access to clubs.</p>	<p>£5,000</p>	<p>June 2019</p>
<p>Improved attendance for PP children. All pupils to have eaten breakfast. Breakfast provided for pupils who have not eaten at home.</p>	<p>Contribution to the provision of breakfast club and fit club to ensure that pupils are in school on time and have eaten breakfast and prepared to learn.</p>	<p>There is a wealth of evidence which supports that a healthy breakfast is highly effective in terms of providing children with a stronger basis to learn in school, eat more nutritious diets, and lead more healthy lives both emotionally and physically.</p>	<p>Classteachers to feedback on whether all children are arriving to the classroom having had breakfast and how this impacts on behaviour and learning.</p>	<p>£4,000</p>	<p>June 2019</p>
Total budgeted cost					£12,620

6 Review of expenditure				
Previous Academic Year		2017/18		
i. Quality of teaching for all				
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
Increased percentages of PP children achieving year group expectations in writing. Quality of writing for PP children in foundation subjects reflects quality of writing in Literacy.	TA support in foundation subjects to model high quality discussions and use of appropriate vocabulary in these subjects.	Quality of writing in Foundation subjects is inline with Literacy due to the impact of support in each class. TA's focus on raising the quality of vocabulary, introducing technical vocabulary and reminding pupils of correct grammatical techniques. The positive impact of this is demonstrated by the excellent progress of FSM children across KS2 in writing (2.2 compared to 0.18 for non PP pupils nationally in 2017).	This approach is ensuring there are high expectations and high standards of writing maintained in all subjects. Lesson observation and discussion with pupils should be used to ensure that TAs are being used effectively and the excellent progress is a direct result of this.	TA for 5 hours per week in each class £21,000
To improve mental recall of number bonds and times tables	To use Times tables Rockstars to raise enthusiasm and engagement in learning number bonds and times tables.	Some pupils are accessing this at home and this is increasing their knowledge of the tables.	Offer more consistent opportunities for this with in school.	£160
Pupil's to participate in a wider range of opportunities. Increased aspiration to achieve success in the arts.	Enhanced resources for history day, Visits to a place of worship, visits from a person of another faith, specialist singing teacher for the choir, whole school pantomime performance, play in a day for Year 5 pupils	EYFS children provided Christmas activities for Islamic pupils to provide opportunities for both schools to explore other faiths. Year 2 pupils had a visit from a historian to support their history project, also a visit from an artist to widen opportunities. All year 3,4 and 6 children benefitted from a visit from Judaism Jeremy. All pupils involved in a school production: 'The Innkeepers breakfast', 'The Bee Musical' or 'The Lion King'.	Children speak knowledgeably and fondly of all these events and they promote their passion for learning. Need to consider whether to have separate productions for the EYFS and KS1 to enable more involvement by pupils.	£4,000
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>Accelerated progress for pupils receiving S&L therapy so that their expressive and understanding skills move inline with age-related expectations. Pupils in EYFS and KS1 are able to speak more clearly, positively impacting on their reading and writing work. Progress in CLL, Reading and Writing is at least good and in many cases outstanding for these children.</p>	<p>Provide Speech & Language teacher 1 day per fortnight (Targeted support) S&L therapist to create intervention plans for individuals and groups for TAs to deliver</p>	<p>Individual pupils are showing some progress but not sustained due to the limited time spent with the therapist.</p>	<p>This is demonstrating impact for a limited number of pupils and yet an increasing number of pupils are entering school with low levels of understanding and ability to use language effectively. A system where all pupils were assessed and TAs were trained to implement an effective intervention would be more cost effective and lead to increased impact. PP Co will research the impact of WellComm assessment.</p>	<p>£7,095</p>
<p>Increased percentage of pupils meeting typical age-related criteria and achieving a Good Level of Development by the end of Reception (from a 21% baseline)</p>	<p>Full time TA 2 support for the Reception class to deliver interventions to individual children</p>	<p>The percentage of pupils on track moved from 21% on track at baseline to 59.5% actually achieving a Good Level of Development.</p>	<p>This approach has a high impact on standards due to the rigorous intervention plans written by teachers for TAs to use. The cost therefore should also include teacher time to prepare these plans.</p>	<p>£13,200</p>
<p>Accelerated progress for PP children in reading. Increased numbers of PP children reaching year group expectations. Reading records demonstrate that these pupils are accessing a wide range of books.</p>	<p>TA support in classrooms to ensure that all PP children read individually at least 3 times per week.</p>	<p>PP pupils are demonstrating good progress in reading throughout KS2. Most children are choosing their own library books and have moved beyond the reading scheme by Year 6.</p>	<p>This strategy is important to ensure that pupils are regularly reading. More able pupils should use this time to discuss the books and develop their comprehension strategies and widen their vocabulary. Phonics and reading book phases should be compared on at least a termly basis to ensure pupils reading level reflects their phonic phase.</p>	<p>TA 2 30 minutes per class per day £10,600</p>

Accelerated progress for PP children in mathematics. Increased numbers of PP children reaching year group expectations. Question level analysis demonstrating increased accuracy in arithmetic for this group.	TA2 time to deliver planned support in mathematics to ensure that pupils develop confidence in place value and have a secure knowledge of number facts	As the pupils move through school the gap between PP and NonPP pupils is diminishing.	Some PP SEN pupils are currently making less progress in arithmetic and use of specific intervention programmes such as Big Ideas and Breaking Barriers should be planned for these pupils to continue to fill the gaps in their learning.	TA 2 time 1 hour per day per class £21,000 Purchase my Maths for high quality specific resources £299
Pupils to be able to control their emotions more as evidenced by less outbursts in school. Children to thrive on success but also to be able to analyse failure and learn from mistakes. Children's stamina during assessment to increase (which will impact on attainment).	Mentoring in school for pupils who struggle to come to terms with their mistakes or the mistakes of others TA3 to provide support such as 'Volcano in my tummy' and self-esteem work	Target pupils have made great progress in controlling their emotions and this is evidence through their individual records.	Further training should be accessed to ensure all staff are well prepared for providing this support. During 2018/19 staff will access training for supporting Looked After Children. This training in the cycle of attachment will also prepare staff for working with other pupils.	£2,000

iii. Other approaches

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
To increase pupil's range of vocabulary and ability to use vocabulary appropriately. Children to be able to establish overall themes and concepts from a stimulus. Children to be able to establish their own point of view and give reasons/evidence to support their views. Children to listen carefully to the opinions and others and be able to build on these views.	Whole staff training in P4C.	This has impacted on pupil's ability to form their own opinions and to value the opinions of others. Initially they still felt there was a right or wrong answer but are moving to the realisation that everyone may have valid reasons for a different opinion. They are able to give evidence to support their views, e.g. when discussing the purpose of life and was it being famous, a year 6 pupil disagreed and gave relevant evidence by naming a famous actor who had been a great comedian but yet suffered from personal depression. Book scrutinies in RE demonstrate how this is positively impacting on pupils' abilities to explore the Big Questions in life.	This is working really well but as we review the curriculum in 2018/19 P4C sessions should be planned to link across the curriculum rather than as an additional extra to ensure it remains a priority and is a core method of teaching. This will ensure that it does not become time pressured within the delivery of a broad and balanced curriculum.	S Halsey £1,600 for the project £1,000 for cover for teachers 3 INSET days

High percentages of PP children accessing extra-curricular or out-of-school provision and representing the school in teams High numbers of pupils attending the graduation ceremony	Involvement in Children's University for pupils to encourage them to take part in extra-curricular activity and develop aspirations for university	This was a great way to raise the aspirations of our pupils and they took part in a lovely graduation ceremony at the end of term. This should now be more widely advertised to encourage others to take part.	Encourage more PP children to become involved.	£1020 for joining the scheme and passports
High percentages of PP children accessing extra-curricular provision and representing the school in teams	Provision of a wide range of extra-curricular provision. Ensure that a high percentage of PP pupils access this provision.	High percentages of pupil premium children attended afterschool extra-curricular provision or lunchtime choir. They also represented the school at competitions.		£5,000
Improved attendance for PP children. All pupils to have eaten breakfast. Breakfast provided for pupils who have not eaten at home.	Contribution to the provision of breakfast club and fit club to ensure that pupils are in school on time and have eaten breakfast and prepared to learn.	As seen above attendance for PP children has risen to be inline with non PP children.		£4,000