



# St Leonard's C of E (A) Primary School

**“Growing in Faith and Learning”**

## **Pupil Premium Strategy 2017-2018**

The pupil premium grant is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. It is for those children who have claimed Free School Meals in the last 6 years as well as those children currently entitled to FSM.

The sum allocated to St Leonard's was based on 11 children therefore the school receives a total funding allocation of **£14,940**

**Total number of pupils:** 117 (Nursery to year 6)

**Total Number of pupils eligible for pupil premium funding:** 11 (9% of school population)

**Looked After children:** 1

**Adopted from Care:** 3

**Service children:** 0

### Our Pupil Premium Strategy

At St Leonard's C of E (A) Primary School we use the pupil premium grant to raise attainment and maximise achievement through a range of approaches which are funded/partially funded by the pupil premium grant. These include:

- Nurture support to improve attendance, punctuality, support children's emotional and social needs and support for families;
- Teacher led booster groups
- Teacher led before/after school revision clubs (Y6)
- Additional teaching assistants to lead intervention groups for Mathematics, Phonics, Reading, Writing, Spelling, Punctuation and Grammar;
- School trips fund to enable disadvantaged pupils to access offsite activities;
- Additional assessments to identify specific learning difficulties.
- Additional Midday supervision to specifically support pupil premium children with challenging behaviour.
- Additional supervision at playtimes for pupil premium children with challenging behaviour.
- 1:1 Art therapy

| Expenditure                                                                                             | Description                                                 | Desired Outcome                                                                                                                                                                                                                       | Intervention/nature of support                                                                                                                                                                                                                           | IMPACT (Summer 2018)                                                                                                                                                                                                                                                                                                                                                                                                                |
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| £10,000 part payment towards TA x 22 hours per week<br><br>Nurture Support Teaching Assistant (Grade 5) | Targeted support via Nurture Support/ Social Skills groups. | For attendance to be in line with the national average or better.<br><br>For pupils with emotional and behavioural needs to receive targeted support to reduce behavior incidents and to ensure they make progress in their learning. | The school has a Nurture Support Teaching Assistant who works with children and families on a one-to one basis or in small groups. Her role is to improve attendance, punctuality support children's emotional and social needs, and lead /deliver PSHE. | Nurture support has been well received. This has included 1:1 work; group work on friendships; bereavement support. The worry box has also been well used so that children who have felt like they need an adult to talk to have been able to access the support when required. Impact is that 100% of children feel safe at our school and that they have people who they can turn to in times of need. (Pupil interview feedback) |
| £3000<br>Midday supervision                                                                             | 1:1 support for a pupil at lunchtime.                       | To reduce incidents of disruptive behaviour at lunchtimes and reduce the risk of temporary exclusions.<br><br>To support a child/children to form friendships and improve self-esteem.                                                | 1:1 support for a pupil at lunchtime. This includes social groups, organised playground games/sports; gardening.                                                                                                                                         | This was a huge success. There were no fixed term exclusions for the child involved as well has a real decrease in 'incidents' at lunchtime (only 2 recorded). The child also reported that they felt well supported and enjoyed the range of activities on offer.                                                                                                                                                                  |
| Additional TA                                                                                           | 1:1 support for a                                           | To reduce incidents of                                                                                                                                                                                                                | 1:1 support for a pupil at                                                                                                                                                                                                                               | This started at the beginning of the year                                                                                                                                                                                                                                                                                                                                                                                           |

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| supervision playtimes- currently no additional cost as utilising existing staff.   | pupil at break times.                                                                      | disruptive behaviour at break times.<br><br>To support a child/children to form friendships and improve self-esteem.                                  | lunchtime. This includes social groups, organised playground games/sports; gardening.                                                                                                                           | and ran until mid-spring term where it was felt that actually the child/children involved no longer needed the additional supervision as no incidents had been recorded. This continued once the additional support was withdrawn.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| £5,000 part payment towards 1 x TA s (Grade 3) intervention across all year groups | Intervention groups in years 1-6 for Reading, Writing and Maths.                           | Intervention groups are in place to improve progress of identified children who are not on track to achieve their end of year/key stage expectations. | TA to deliver intervention to accelerate progress and close achievement gaps in English and Maths in years 1-6:                                                                                                 | Intervention was planned to close gaps and outcomes for disadvantaged children across the school were good. 100% of disadvantaged children in year 6 achieved the expected standards in Reading, Writing and Maths compared to 87% of the general cohort. The percentage achieving greater depth for writing (which was the school focus) was also higher for disadvantaged pupils with 50% achieving GD. Progress for disadvantaged children was in-line with their peers with the exception of writing which was significantly above their peers. The only year group in the school where disadvantaged pupils performed below their peers was in year 1, however the pupils are also on the Special Needs register and whilst their attainment was lower, their progress exceeded their peers. |
| Currently no additional cost as staff training time utilised                       | Pupil premium progress meetings to specifically monitor and track attainment and progress. | Progress meetings will show that children are making accelerated progress to close gaps. Where progress is slow, specific interventions are planned.  | Class teachers meeting phase leaders termly to review the arrangements of pupil premium children in their care. Progress and attainment are tracked and reviewed, targets are set and achievement is monitored. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| £500- overspent by <b>£500</b>                                                     | School trips fund to support disadvantaged families.                                       | To ensure that all pupils are able to participate in a range of out of classroom experiences to enhance their learning experience.                    | Fund provided to specifically support disadvantaged families to enable all pupils to attend trips including the year 5 and Year 6 residential trips.                                                            | The full amount was utilized to supplement school trips, clubs, music and swimming lessons. This area was significantly overspent so a decision has been made to support a 50% contribution towards the cost next year. The impact was that no pupils missed out on any enrichment opportunities throughout the year. 3x p.p also accessed peripatetic                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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|                                                                         |                                                            |                                                                                                                                             |                                                                                                                                                                                                                                                                       | music lessons                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| £500 for resources and £500 for the training – <b>overspent by £300</b> | Additional assessment materials to identify specific needs | For pupil premium children also on the SEND register, specific assessment resources have been purchased to identify specific learning needs | Due to reduced SEN time allocation, the school has invested in resources and training to enable out SENDCo to undertake personalized assessments on children to identified specific learning needs and to put into place learning programmers to address those needs. | Additional resources were purchase din order to support disadvantaged pupils who also have special educational needs. The Impact of this was that those pupils did not have to wait for external assessments to be undertaken using the limited amount of Educational Psychologist time and instead the newly trained SENDCo was able to undertake the assessments herself to identify the gaps in learner to inform the pupils’ personalised learning plans.<br>A further £300 was also required to buy replacement assessment forms |
| £500                                                                    | Art therapy                                                | For a specific child as a means of counselling.                                                                                             | Weekly 1:1 with trained art therapist to support a looked after child.                                                                                                                                                                                                | Although reluctant at first, the child involved by the end of the course felt that this was beneficial and the foster family commented the positive impact that it had had at home.                                                                                                                                                                                                                                                                                                                                                   |
| <b>Actual spend= £20,800</b>                                            |                                                            |                                                                                                                                             |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |