

Pupil premium strategy statement – Leverton Church of England Academy



1. Summary information					
School	Leverton Church of England Academy				
Academic Year	2019/20	Total PP budget	£31,000	Date of most recent PP Review	July 2018
Total number of pupils		Number of pupils eligible for PP		Date for next internal review of this strategy	July 2019

2. Current attainment		
<i>Achievement of pupils at the end of KS2 in 2019</i> (6 pupils eligible for Pupil Premium)	<i>Pupils eligible for PP</i>	<i>All other pupils (national average of non-disadvantaged pupils)</i>
% achieving the expected standard in reading, writing and maths at end of KS2	60%	45%
Reading progress score & % achieving standard	-0.6 & 100%	+0.33 & 71%
Writing progress score & % achieving standard	-1.3 & 100%	+0.17 & 76%
Maths progress score & % achieving standard	+1.72 & 100%	+0.28 & 75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	The progress of PP children towards their end of Key Stage targets is below that of others
B.	Early communication & vocabulary skills
C.	Social & emotional wellbeing impacts of the self-esteem, confidence & resilience of pupils
D.	Wider opportunities for children (including those eligible for PPG) is limited due to funding.
External barriers (issues which also require action outside school, such as low attendance rates)	
E.	Engagement with parents/carers in areas identified in pupil targets (academic & emotional)
F.	Attendance

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupil progress & outcomes will be in-line with or close to their peers	Teachers are aware of PP children in their class and plan for these children accordingly. Teachers communicate the progress, attainment and needs of these pupils at regular pupil progress meetings. Pupils will make at least expected progress from their starting points & towards their end of key stage targets.

A.	Interventions are matched to the needs of the pupils in order to make an impact on their development and progress.	Focussed interventions that specifically meet the individual needs of the children are planned at pupil progress meetings with SLT and SENDCo. These interventions are reviewed regularly to ensure a measureable impact on the children's progress and attainment.
B.	Early communication skills will improve	Monitoring of EYFS outcomes, observations & SALT tracking
C.	Pupils emotional wellbeing & resilience will improve and link to improved learning progress & outcomes.	Improved scores of pupil's Boxhall profiles will measure impact of identified strategies. Parental & pupil feedback linked to child/family liaison role
D.	Wider range of opportunities experiences by children regardless of financial situation	PPG children will access all trips/residential visits and be funded to access a range of wider opportunities & resources (uniform, books, music lessons etc)
E.	Parents are engaged with the school in order to support their children's learning & emotional well-being	Opportunities provided for parents to visit school. Higher level of attendance at school events. Strong lines of communication between home and school, i.e. school reading diary/parents evenings/ Class Dojo/ coffee mornings/ parent workshops/ class celebrations/ parent surveys/ parent consultation
F.	Higher levels of attendance for Pupil Premium children.	Attendance of PP children to rise. Children's attendance is regularly monitored by SLT. Initiatives put in place to encourage increased attendance to be successful. Strategies reviewed regularly for their effectiveness.

5. Planned expenditure					
Academic year	2019/20				
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?	Staff lead	When will you review implementation?
Pupil progress & outcomes for PPG children is good	Pupil progress meetings Monitoring and Evaluating SDP Priority – linked to PPG champion leader Staff CPD PPG pupil passports introduced Structured conversations (£2000)	Small cohorts of PPG children makes it vital strong provision/monitoring is in place EEF – research into Reading comprehension & feedback to be developed vis staff CPD	Regular progress meetings will focus on the progress of PP children. Timetabled monitoring, moderation and evaluation of PP work. Reactive Support (extra adults) focused and regular. Staff training- good/outstanding teaching Child/family support leader role	HT SENDCo Class teachers PP Governors	Termly evaluations July 2019

Intervention matches accurately the needs of the pupils to develop attitude and achievement.	Teaching Assistants timetabled to plan and deliver focussed interventions (£2,508) SLT Monitoring and Evaluation Resources £1000	EEF research – impact of individual instructions, reduced class sizes, small group & 1:1 tuition Make up of PPG cohorts linked to building confidence through small group approach and teaching styles.	Regular (half termly) progress meetings to review impact of small class and group interventions Monitoring of intervention programmes on a termly cycle to measure progress/review programme outcomes	HT AHT Class teachers PP Governor	Half termly evaluations July 2019
Total budgeted cost					£5508
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?	Staff lead	When will you review implementation?
Pupils emotional wellbeing & resilience will improve and link to improved learning progress & outcomes.	Teacher timetabled to assess, plan and deliver Nurture group provision, child & family support role & PPG monitoring/targets (£21,850 = 2 days per week child & family support role)	Previous success of pupil development as measured on Boxhall scores Research linked to emotional resilience and wellbeing	Review of Boxhall scores half termly Monitoring of provision by SLT to measure impact on progress/ attainment	HT AHT Nurture TA Class Teachers PP Governor	Half Termly evaluations July 2019
Total budgeted cost					£21,850
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?	Staff lead	When will you review implementation?
Parents are engaged with the school in order to support their children's learning & emotional well-being	Communication Systems Parental Invites to school events Attendance levels monitored	Building links with families, parents and the community is a proven method to remove barriers and engage home support.	Clear lines of communication with parents built. Parent friendly events organised and well attended. Parent workshops to be well attended	HT AHT Class teachers PP Governor	Termly evaluations July 2019

Higher levels of attendance for Pupil Premium children.	<p>Introduce Attendance Officer (£903)</p> <p>SLT Monitoring and Evaluation</p> <p>Rewards for attendance</p> <p>Funded breakfast club for all PPG children (£2000)</p>	By supporting families, school will build healthy relationship and positive attitudes to learning for pupils.	<p>Attendance Officer will monitor & raise attendance concerns to ensure more robust procedures</p> <p>Monitor/target take-up of breakfast club</p>	HT Attendance Officer PP Governor	Termly evaluations July 2018
Wider range of opportunities experiences by children regardless of financial situation	<p>Funded trips/visits for all children (50% funded = £460)</p> <p>Outdoor learning experiences for KS2 (£1500)</p> <p>Subsidised residential visits for children (£975)</p> <p>Annual PPG pot for wider experiences (£1150)</p> <p>Additional experiences funding (£1000)</p>	<p>Research shows the PP children are less likely to participate in wider opportunities, therefore vital to fund & target pupils</p> <p>Previous experiences show the value in wider opportunities/experiences for all children</p>	<p>Monitoring participation & take up of wider opportunities</p> <p>Pupil/parent feedback for offer</p>	HT PP Governor	Termly evaluations July 2018
Total budgeted cost					£7988
TOTAL					£35,346

6. Review of expenditure				
Previous Academic Year (2018/19)				
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
Pupil progress & outcomes for PPG children is good	Pupil progress meetings Monitoring and Evaluating SDP Priority – linked to PPG champion leader Staff CPD PPG pupil passports introduced Structured conversations (£2000)	Progress of disadvantaged children across the school is broadly in-line with that of others in all cohorts/subjects (taking into account small number of eligible children in cohorts) Combined 60% PP children achieved the expected standard at the end of KS2 in 2019 compared to 45% of non-eligible pupils In EYFS & KS1 statutory assessments 100% of the PP children achieved the expected standard (small numbers eligible)	Further develop robust recording of specific barriers for individual pupils and targeted intervention/activates Staff CPD linked to meta-cognition & effective feedback to support PP children Continue to implement robust tracking, monitoring & evaluation of the progress/attainment of PP children	£5508
Intervention matches accurately the needs of the pupils to develop attitude and achievement.	Teaching Assistants timetabled to plan and deliver focussed interventions (£2,508) SLT Monitoring and Evaluation Resources £1000	PP children made good in-year progress with: Reading = 81% good or better progress Writing – 72% good or better progress Maths – 81% good or better progress	Ensure more detailed reports from new intervention programmes to measure the progress of specific children & evaluate the effectiveness of the resource PPG tracking of individual children against their end of Key stage targets and barriers identified	
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

Pupils emotional wellbeing & resilience will improve and link to improved learning progress & outcomes.	Teacher timetabled to assess, plan and deliver Nurture group provision, child & family support role & PPG monitoring/targets (£21,850 = 2 days per week child & family support role)	76% of children accessing emotional support showed improvements in their Boxhall profile assessments PP children made good in-year progress (see data above) Interventions linked to improved progress for PP children	Continue to offer emotional wellbeing & resilience support for identified children & measure impact on Boxhall profile Track impact of emotional wellbeing support on academic progress & outcomes	£21, 850
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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
Parents are engaged with the school in order to support their children's learning & emotional well-being	Communication Systems Parental Invites to school events	Take up of parents meeting offered for PP children was 62%, however more engaged via dojo messaging and informal discussions Positive parental feedback received linked to child and family support role	Further target PP parents to meet to discuss specific ways to support their child/children	£7988
Higher level of attendance for PPG children	Introduce Attendance Officer (£903) SLT Monitoring and Evaluation Rewards for attendance Funded breakfast club for all PPG children (£2000)	Breakfast club well attended by PPG children & improved attendance/punctuality rates	Continue to offer provision	

Wider range of opportunities & experiences	<p>Funded trips/visits for all children (50% funded = £460)</p> <p>Outdoor learning experiences for KS2 (£1500)</p> <p>Subsidised residential visits for children (£975)</p> <p>Annual PPG pot for wider experiences (£1150)</p> <p>Additional experiences funding (£1000)</p>	Improved participation and parental feedback linked to wider experiences	Continue to implement additional funding and wider experiences	
Total Expenditure 2016/17				£35,346

7. Additional detail

Due to small numbers of PP children in specific year groups data is not always fully reported to ensure pupil anonymity. Further detailed reports will be monitored with the PP Governors/SLT