

Pupil Premium Strategy Planned Expenditure 2019/20

Leverton Church of England Academy



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	93	Number of pupils eligible for PP	15	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%

As an Academy we have looked the Department for Education guidance in relation to a 3 year Pupil Premium Strategy and the research from the Education Endowment Foundation (EEF) to help identify our barriers to future attainment for eligible Pupil Premium Pupils.

We will be using the 3 Tier approach from the EEF to target our support and spending decisions linked to the barriers we have identified.

1 Teaching

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

2 Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

3 Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.



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.	Progress of PPG children within the classroom (Tier 1 support)
B.	Early vocabulary & communication skills (Tier 2 support)
C.	Pupil self-esteem & confidence linked to emotional wellbeing (Tier 2 support)
D.	Pupil Premium leadership (Tier 1 support)
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	Attendance & punctuality (Tier 3 support)
F.	Enrichment & wider experiences linked to parental engagement & support (Tier 3 support)

Planned expenditure					
Academic year		2019/20			
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
1. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
Staff CPD – linked to quality first teaching & support (£4000)	Good progress of all children, especially PP children, towards their targets	EEF research & guidance into quality first teaching	Monitoring via lesson drops, data analysis & feedback from staff	Head	Termly via data analysis End of year data

Pupil premium leadership role & dedicated time half a day a week (£5987)	In depth analysis of PP spending & impact	EEF research – importance of PP strategy across the school & key priority for school development	Review of PP file & termly reports to curriculum governors	PP leader	Termly impact data & reports
Engagement of parents in pupils education – PP parent meetings & resource packs developed (£2000)	Improved parental engagement in educational activities at home	Need for greater parental support in reading, homework etc and access to suitable resources	Parental feedback & discussions with staff Evidence of parenteral engagement & impact on pupil progress	PP leader Teachers	Termly discussions with staff & parents to gauge feedback
Total budgeted cost					£11,987

2. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
Intervention programmes (2 days £6581)	Improved progress & attainment for PP children	EEF research – impact of small groups & 1:1 tuition	Half termly review of intervention data & pupil progress meetings to review impact	PP leader SENDCo Intervention leader Class Teachers	Half termly evaluations
Nurture group – social & emotional support (£1112)	Improved emotional wellbeing, confidence & resilience	Previous success of personal development via this approach as shown on Boxhall assessments	Half termly review of Boxhall profile assessments & feedback from staff, parents & children	PP leader SENDCo Nurture leader	Half termly review of Boxhall profiles

				Class Teachers	
Talking mentor introduced (early intervention focus) (half day £750)	Build early vocabulary & communication skills	EFF research into the vocabulary gap	Drop in observations & teacher feedback on impact of communication within the class	PP leader Taking mentor Class teachers	Termly PP impact report
Total budgeted cost					£8443

3. Wider strategies

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
Funded breakfast club (£500)	Punctuality & nutrition/attention of PP children accessing breakfast	Importance of breakfast to help concentration & learning	Monthly monitoring of uptake & observations of club provision Feedback from staff on attention of children who have had breakfast	PP leader SOM	Termly PP report to curriculum governors
Attendance monitoring role (half day a month £619)	Good attendance & punctuality of PP children	Attendance linked to attainment & progress	Monthly attendance reports & analysis of groups – target pupils identified & parental contact/support given	PP leader SOM	Termly attendance report to analyse trends & impact of intervention/parent support
Forest school programme launched in school (£3000)	Engagement in outdoor learning & wider experiences	Evidence of forest schools impact on emotional wellbeing	Termly monitoring via lesson drops & pupil/parent feedback	Head Forest school lead TA	End of year impact report & overview

Subsidised trips & residential visits (£650)	Access for all children to wider experiences to support in class learning	Research shows PP children are less likely to participate in wider opportunities so vital to fund participation to support further learning in class & expand experiences	Monitor access of visits/trips for PP children & target via parental support as needed Link to progress in the curriculum linked to the visits	PP leader SOM	End of year analysis of uptake
PP parent pot to spend on uniform, books etc (£850)	Access to equipment for all families	Need identified in school for PP families to support access to uniform & equipment (feedback from parents)	Log of spending termly – target families who haven't spent allocation as required	PP leader SOM	Termly report of spending & uptake within PP report
Funded after school clubs (£1500)	Wider experience available to PP children via invite to specialist clubs	Need for range of activities not readily available for children to build experiences	Monitoring of uptake & feedback from children & parents	PP leader	Termly report of uptake within PP report
Parent workshops & resources (£3000)	Improved engagement of parents linked to key areas identified e.g. cooking, first-aid workshops	Need identified to support parents in key areas linked to wellbeing & educational support	Monitor uptake & feedback from parents – does this translate into classroom progress for children?	PP leader	Termly PP impact report
Enrichment visits, experiences & visitors (£1263)	Wider experience available to PP children	Need for range of activities not readily available for children to build experiences & extend knowledge & vocabulary	Drop in observations of experiences & impact on vocabulary/reading progress Pupil/parent feedback during parent engagement meetings	PP leader	Termly PP impact report
Total budgeted cost					£11,382
TOTAL ALLOCATION					£31,812