



## Pupil premium strategy statement:

1. Summary information					
School	Leasingham St Andrews C of E Primary School				
Academic Year	2017/2018	Total PP budget	£31560	Date of most recent PP Review	n/a
Total number of pupils	189	Number of pupils eligible for PP	44 18pp 26sp	Date for next internal review of this strategy	April 2019

2. Current attainment		
Attainment for: 2016-2017 (2 pupils) End of KS 2	Pupils eligible for PP (your school)	Pupils not eligible for PP (your school/national Y6)
% achieving expected standard or above in reading, writing and maths	100%	62%/61%
% achieving expected standard or above in reading	100%	72% / 71%
% achieving expected standard or above in writing	100%	76% / 76%
% achieving expected standard or above in maths	50%	72% / 75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Social and emotional intelligence
B.	Low ambition /
C.	Poor reading skills (phonics)
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Attendance
E.	Lack of routine (sleep, food, homework,)

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Children retain more friendships Children have less fall-outs Children need less support in class time to resolve friendship issues both in school and out of school
<b>B.</b>	Children make expected or better attainment and talk with enthusiasm about their academic future. (Growth Mind-set)	Children talk about their future with enthusiasm Children talk about academic targets with excitement Children set/attempt challenging targets Children speak ambitiously about their future at Secondary school and work.
<b>C.</b>	PP children's reading improves in line with non-pp children	PP children make better progress in reading so that their writing is influenced by this PP children can achieve well in spelling Children enjoy reading and can talk enthusiastically about a book they are enjoying PP children achieve in line with non-PP children.
<b>D.</b>	The attendance of PP children improves	Reduce the number of persistent absentees among pupils eligible for PP Attendance for the children is in line with national at 96%

5. Planned expenditure					
Academic year	2017/18				
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?
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	PHSE lessons are regular Circle time etc. Class/School ethos is agreed on to ensure all children feel safe to talk about their feelings. Trained counsellor	Circle time allows a child to share anything on their mind and seek support or advice from children and adults in the room. It creates an emotionally safe ethos in the classroom and the children will always feel happy to share their thoughts/fears/worries. This will mean the teacher is aware of	Learning Walks in lessons will show the class ethos Training will be offered to staff that are unsure about good quality circle time.	Class Teachers	June 2018

	available at lunchtimes.	concerns early on before they become a catalyst for anger.			
Children make expected or better attainment and talk with enthusiasm about their academic future.	Pupil progress meeting termly will inform how the children are achieving. Assemblies and lessons will share with the children the purposeful learning . Homework club offered to support needs of children Yr3,4,5 & 6	Children who are not on track to meet their end of year target will gain support from intervention (subject support, nurture, and 1:1 specialist support).	Dates are set for the year. LSAs are employed in the afternoons to carry out intervention. Progress will be monitored closely.	CD/HW	June 2018
PP children's reading improves in line with non-pp children	Children will receive extra daily reading with an LSA. Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading. Books will be celebrated and enjoyed in school An author will be celebrated and children will be encouraged to read.	When children read daily their reading improves. Any areas of difficulty can be address (phonics) and quickly recapped. Assessment outcomes will be accurate and swiftly addressed. Phonics will be encouraged as a strategy to reading in the classroom when necessary. Books will be on display in the classrooms and work on the walls will show the children's interest in books. An author will celebrated in medium term planning.	Pupil progress meetings will review intervention given (daily readers) and progress made. Drop ins will show books are celebrated and phonics is being used as a spelling strategy. The children will be able to talk to me about the Author they are celebrating and learning about.	Class Teachers and LSA	On Going
The attendance of PP children improves	Topics will interest all children and especially PP children. They will include curriculum days, Art/Dt work and exciting activities throughout the term.	When a child cares about the topics learned and their purpose this can be a hook to want them to come to school. Curriculum days and exciting activities throughout the term will be fun and the children will want to be part of them. Our PP children enjoy hands on activities and outdoor learning.	Topics will be shared with parents and be interesting. Curriculum days will be shared with the children and parents as something to look forward to. They will be in the diary on the website. DT and outdoor learning will be regular.	HT	June 2018

## 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?
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Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Some PP children will attend nurture time to talk about their feelings. – a support counsellor is employed every lunchtime.	Children open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and then they can then become more engaged in school work.	Intervention charts will show the children who need support in this area.  Use of Theraplay to support emotional children	DH/CD	June 2018
Children make expected or better attainment and talk with enthusiasm about their academic future.	Pupil progress meetings will focus on how the PP children feel about their future and areas of the curriculum they find strength. Assemblies will encourage children to be ambitious and consider their strengths and where they might use them. New LSA employed to support in KS 2. New Apprentice TA employed in KS1.	Children are inspired by stories of people who have achieved something even if they once thought they wouldn't. They can begin to see that school teaches them skills which can easily be used in many careers – this will explicitly show them how what they are learning can lead to a job they will enjoy or a University course they will enjoy.	Feedback from staff/progress and new LSA/TA will inform SLT as to whether the children can see that their schooling is teaching them vital skills in order to achieve their desired career or future dreams. Assemblies will inform if the children are beginning to have visions of a productive happy future. Monitoring will show children can discuss how what they are learning in class can be used as a skill outside the classroom.	All	June 2018

## 6. Review of expenditure

<b>Previous Academic Year</b>		<b>2016/2017</b>			
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>	
Children make expected or better attainment and talk with enthusiasm about their academic future.	Use of school Counsellor to support emotional needs of children. Targeted intervention for learning needs	Yr. 6 outcomes were in line with school overall Aspirations were raised with 2 of our Yr. 6 children now attending Grammar School setting which is appropriate to their needs.	Both Academic as well as Holistic support are important in developing children and preparing them for secondary transfer. Support to be focused on both.  Social interaction also supports non PP children who may have SEN Needs.	£11639	£1200
<b>ii. Targeted support</b>					

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
PP children benefit from opportunity through access to breadth of curriculum.	Access to all curriculum and experiences.	All PP children had the opportunity to take part in school life and extra-curricular activities and were subsidised when appropriate	To continue same approach for focused children e.g. PP child funded for G & T Sports Academy, Residential trips and curriculum days	£4000
Learning Needs are supported within classroom and are aimed to be seamless across school	Support and targeted work to be both within the class and groups	Children had tailored support both within class and individually. Outcomes at KS 2 were in line with Non PP children SP children were higher.	Continue with same approach of blended support and intervention	£9000

## 7. Additional detail

New learning environments are working well to support quality learning.  
 Theraplay is working well to support families both in school and out of school  
 Predictions for June 2018 PP 66% RWM