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| 1. **Summary information** | | | | | |
| **School** | Leedon Lower School | | | | |
| **Academic Year** | 2017-2018 | **Total PP budget** | £50,860 | **Date of most recent PP Review** | TBC but peer reviews are currently being organised by local working party. |
| **Total number of pupils** | 338 | **Number of pupils eligible for PP** | 52 | **Date for next internal review of this strategy** |

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| Current levels | *Pupils eligible for PP (your school)* |
| **% achieving expected levels in reading** | 41.3% |
| **% achieving expected levels in writing** | 34.8% |
| **% achieving expected levels in maths** | 34.8% |
| **% making expected or better progress in reading** | 67.4% |
| **% making expected or better progress in writing** | 78.3% |
| **% making expected or better progress in maths** | 76.1% |

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| 1. **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)* | | | | |
|  | | Children start school with language below the expected level of school-starters and the rate at which children acquire language is below that expected too. | | |
|  | | Motivation amongst Pupil Premium children falls well below their peers as demonstrated by their Emotional Literacy scores. | | |
| **C.** | | The attainment and progress in writing of the children who are eligible for the grant is below that of the children who are not eligible for the grant. | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **D.** | | Some children who are eligible for Pupil Premium do not have the same out-of-school experiences as those who do not receive the grant. We find that their lack of experience means that they find it challenging to understand contextual clues during reading sessions and cannot write what they haven’t experienced in Literacy lessons. Some of them also have limited experience of time-telling and using money etc. which can impact upon their ability in Maths. | | |
| **E.** | | Attendance among PPG children is lower than those who are not eligible for the grant. | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Improved language acquisition for children eligible for Pupil Premium grant. This will be addressed through the Talking Partners intervention groups and monitored using the Renfrew Action Picture Test. | | Children make at least 1 year’s progress in grammar and vocabulary as demonstrated by their score on the Renfrew Action Picture Test. |
|  | Increased experiences for children who do not have the same opportunity as others. Teachers will liaise with our Learning Mentor who takes the children on experiential visits linked closely to learning within their topics. | | Children’s Emotional Literacy scores demonstrate an increase in their motivation at school. Teacher assessments and case studies demonstrate that children’s attainment in topic-based subjects and Literacy linked to the topics has improved. |
|  | The motivation levels of children eligible for the Pupil Premium Grant are raised to match (or exceed) those of the children who are not eligible for the grant. | | Children’s Emotional Literacy scores demonstrate an increase in their motivation at school which matches or exceeds the scores of their non-eligible peers. |
|  | Emotional issues amongst Pupil Premium children are addressed. | | The Emotional Literacy scores of the children who have been assessed as requiring emotional support show an increase in their self-awareness, empathy and emotional control scores as a result of intervention provided to them at school. |
|  | Standards in writing among Pupil Premium children (as with all others) have been raised in-line with national expectations. | | The children who are eligible for the grant whose progress or attainment is below expected make accelerated progress to ensure they are catching up with their peers. |

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| 1. **Planned expenditure** | | | | | | | | |
| **Academic year** | **2017-2018** | | | | | | | |
| 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. | | | | | | | | |
| 1. **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?** |
| **Improved language / vocabulary provision in all classrooms and for all children.** | Whole-staff training from EMASS trained specialist educator entitled: Moving all children on: addressing the effects of language deprivation.  Talking Partners training for all Teaching Assistants and Pupil Premium Champion who will cascade training to teaching staff. Lift off to Language intervention will continue in Reception and Little Learners.  Library events are organised monthly and parents and families are invited to encourage continued use of the library. Leedon’s Little Learners’ families will also be invited to join the school library.  Weekly language training as part of the staff meeting to be undertaken by Pupil Premium leader.  Weekly pre-tutoring sessions for groups of children with language deprivation undertaken by Pupil Premium leader.  Inclusion Team will be receiving training on assessing children with EAL and moving them forwards. | Assessment of children in Reception class show that they are starting school with lower levels of oral language than expected.  Class teachers throughout the school report that vocabulary use amongst children eligible for the Pupil Premium Grant is lower than their peers but we also have pockets of children not eligible for the grant who have limited vocabulary.  Writing across the school is an area for development and, as vocabulary is one of the main pillars in writing (and we focus on VCOP as we use Big Writing methods at school), improved training for staff will benefit all children. | | | | Pupil Premium leader is appointed coordinator of the Talking Partners programme and is responsible for assessing progress of the children taking part in the group sessions.  Moderation schedule will ensure monitoring of the progress in the use of vocabulary amongst children.  Literacy leader is also Pupil Premium lead and she is responsible for learning walks to assess the impact of the vocabulary training on classroom practice and on learning found in books used across the curriculum.  Literacy leader will monitor the use of the library by different groups of children to ensure equality in access.  Staff confidence questionnaires will be analysed to review the impact of the training alongside learning walks and book scrutiny.  Assessment using Renfrew Action Picture Test will analyse the progress of children taking part in language pre-tutoring sessions and in Talking Partners interventions. | Gemma O’Reilly. | Review of intervention groups will take place at the end of the ten-week programme for Talking Partners and at the end of each term for the pre-tutoring sessions.  Progress and attainment data will be reviewed termly during pupil progress meetings.  Library use data will be analysed twice-yearly.  Anecdotal evidence will be analysed weekly during Inclusion Team meetings. |
| **Teaching assistant training** | Class-based teaching assistants will be trained in implementing Talking Partners training.  All TAs will be trained in assessment by assessment leader so they can be involved in pupil progress meetings and have a better understanding of progress and attainment of children in their class.  TAs will be involved in Moving On vocabulary training by EMASS trained educational advisor. | Assessment of children in Reception class show that they are starting school with lower levels of oral language than expected.  Class teachers throughout the school report that vocabulary use amongst children eligible for the Pupil Premium Grant is lower than their peers but we also have pockets of children not eligible for the grant who have limited vocabulary.  Writing across the school is an area for development and, as vocabulary is one of the main pillars in writing (and we focus on VCOP as we use Big Writing methods at school), improved training for staff will benefit all children.  The Education Endowment Foundation reports that relative cost of teaching assistants is high and they are therefore one of our most valuable assets. | | | | Pupil Premium leader is appointed coordinator of the Talking Partners programme and is responsible for assessing progress of the children taking part in the group sessions.  Moderation schedule will ensure monitoring of the progress in the use of vocabulary amongst children.  Termly observations of TAs will inform their appraisals. Observation of Talking Partners interventions will also show impact upon children as will their assessments at the start and end of the programme.  Pupil Premium leader will lead weekly meetings with support staff to train and develop them as well as address any concerns or challenges they may encounter. | Gemma O’Reilly. | Termly observations of TAs will inform their appraisals and evidence from these will show impact of training. |
| **Improved tracking of all groups of children across school.** | Success Tracker 2.0 implemented to track the success / impact of intervention for children.  Success Tracker 2.0 will be used to track the progress and attainments for all groups of children.  Assessment training given to Teaching Assistants who will then also be involved in Pupil Progress meetings held termly by headteacher.  A member of the inclusion team will be involved in all Pupil Progress meetings to champion the needs of the SEND, vulnerable and / or Pupil Premium children.  Inclusion Team will be responsible to maintaining an overview of the progress made during intervention groups to ensure their efficacy and inform future provision. All children receiving intervention will be given provision passports to ensure information about their support is passed through the school and progress during intervention groups is assessed and monitored. | Collaborative work between Pupil Premium leaders in the local area has allowed us to share good practice. This piece of software was designed and introduced by colleagues at Shefford Lower School who use it very effectively to track the progress of their students.  The Education Endowment Foundation reports that relative cost of teaching assistants is high and they are therefore one of our most valuable assets. | | | | Members of the Inclusion Team will be responsible for using Success Tracker to monitor the progress of each sub-group of children alongside the information from their teacher-led pupil progress meetings. The assessment leader is one of those members of staff and she will produce a report for the head teacher and staff team as well as governors and SIP if required to summarise the findings. Staff meeting time will be given to feeding back the findings and making a plan of action to close the gaps in progress and attainment between groups.  TA appraisals will monitor their participation in ensuring good progress and attainment for the children in their class. | Gemma O’Reilly | The attainment and progress of children will be monitored termly. |
| **Development of the Inclusion Team** | A group of senior staff including the Pupil Premium Champion, the Learning Mentor, both KS1 and KS2 SENDCos and the Safeguarding Leader meet weekly to address concerns and keep abreast of all matters related to inclusion.  The inclusion team liaise regularly with the head teacher and lead training relevant to CPD in the area of inclusion and relating to staff development requirements.  At some meetings, the Pupil Premium and SEND governors are in attendance and they feedback to governors on our progress and actions. We also invite the relevant members of staff from our nursery to attend if appropriate. | To ensure communication is at an optimal level especially as the school increases in size. There are a number of children with ever changing needs and who are seen in different capacities by a number of members of staff and / or external agencies. We need to ensure that we are meeting the needs of them and their families to the best of our capabilities. | | | | Agendas and minutes are produced for each meeting and concise action plans developed as a result. Children and families are well supported and informed of their child/ren’s well-being at regular intervals including the sharing of both progress and challenges. | Gemma O’Reilly,  Nikki Harding,  Sarah Spencer, Barbara Kirby, Tracey Hurrell | Parental views will be accessed at the end of the year and children will be interviewed to gain their opinions. |
| **Total budgeted cost** | | | | | | | | £20,000 |
| 1. **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?** |
| **Pupil Premium children with language deprivation are given a ten-week programme of Talking Partners intervention.** | Six children from each class will be chosen to take part in the ten-week programme. Priority will be given to Pupil Premium children who have needs in this area of the curriculum. | | Some of the children eligible for Pupil Premium are lower than their peers in their social and emotional development but also the use of quality vocabulary is an area for development across the school. | | Sejal Payne, a local educational consultant has trained the Teaching Assistants, Learning Mentor and Pupil Premium leader over the course of two days and she has a half-day follow up planned to moderate the use of the intervention.  The Pupil Premium leader is the co-ordinator of the scheme and will be conducting observation of the intervention which will feed in to Teaching Assistant appraisals.  The children will be assessed using the Renfrew Action Picture Test at the start and end of the ten-week scheme to ensure progress has been made. | | Gemma O’Reilly | Observations will be conducted once during each ten-week course of sessions.  The children’s progress will be assessed at the end of the ten-week programme. |
| **Pupil Premium children with limited experiences are taken on experiential visits which link to the topic as a pre-tutoring session before topics are covered in class.** | Our Learning Mentor plans experiential visits alongside the class teachers. These supplement any other visits that the children will be involved in and are usually planned at the start of a new topic or new aspect of learning to allow pre-tutoring of the subject as well as the opportunity to discuss new vocabulary in context. We have also found that it is beneficial for some children to be taught social etiquette required when visiting public places as they don’t often have the opportunity.  Some of the grant money is also available to provide children with additional experiences that they may not previously have had such as Kiddi Cook sessions, peripatetic music lessons, sports clubs etc. | | | Some children have limited experience outside of school and are not given the opportunity to use a rich range of vocabulary at home. They also aren’t always supported with homework and therefore aren’t able to enrich their learning with home-based experiences. | Children evaluate their visits. The Emotional Literacy of these groups of children is closely monitored, particularly in regard to their levels of motivation. | | Nikki Harding | Emotional Literacy assessments are conducted each term. |
| **Improved attendance of the children who receive Pupil Premium grants.** | Minibus provision is provided for children with persistent lateness or absence. This is reviewed half-termly and attendance is monitored by Inclusion team and flagged up to the head teacher. | | Some parents have asked for / been identified by school as needing support with attendance and lateness due to home life challenges. | | The attendance of PPG (and other poor attenders) is tracked by the Inclusion Team and flagged up to the head teacher who conducts attendance meetings with parents should the need require. | | Inclusion Team and Nikki Harding who drives the bus. | Weekly Inclusion Team meetings. |
| **The social and emotional needs of the children eligible for the Pupil Premium grant are catered for using the provision provided by our excellent Learning Mentor.** | Our full time Learning Mentor has a weekly timetable which is filled based on the needs of the children. This is altered as necessary and is decided by the Inclusion Team and class teachers. We run a wide range of intervention and support groups and the provision is tracked using provision passports which follow the children through the school tracking the impact. | | The Emotional Literacy of children in the pastoral support / intervention groups is well below that of children not involved.  Parental questionnaires and conversation between staff and some parents show a need for social and emotional support for several children.  The Inclusion Team have been involved in several referrals to the local Parental Support Advisor. | | The Emotional Literacy of the children in these groups (compared to a control group) is tracked termly and analysed to identify the impact of the pastoral support. | | Nikki Harding | Termly assessments. |
| **The financial understanding of children will be improved.** | Visitors from Halifax bank and MyBnk financial charity have been arranged for all year groups in Key Stages One and Two.  The children from School Council are working alongside Kirton Primary in Lincolnshire to organise and set up a school bank and shop. | | Evidence from Maths assessments – particularly in groups with a high PPG cohort show that there is a lack of understanding of money and some cannot recognise coins at all. With some families falling into a low-economic bracket, we feel that experience of budgeting, saving and spending wisely would be beneficial. | | External expertise will be sought for teaching a designated unit of work on finance.  Sharing of good practice from a school which has already set up their own bank.  Assessment information and opinions of children, staff and families will be gathered to assess impact. | | Gemma O’Reilly | At the end of the academic year. |
| **Total budgeted cost** | | | | | | | | £15,000 |
| 1. **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 of children who receive the Pupil Premium grant are more actively involved in their child/ren’s education.** | Parental workshops (named ‘parties’ to increase involvement) to explain how early phonics and reading acquisition are taught.  Monthly library events encourage families to use the library and / or take part in art-based activities together.  Parenting support group (Triple P) run by the Community Partner for Leighton Buzzard is undertaken at school for families who have requested additional help.  Staff training undertaken to encourage parental engagement. | Some children in receipt of the PPG aren’t always supported in their learning at home as reflected in the amount of homework submitted to class teachers.  Some parents have contacted class teachers and asked for support with parenting issues arising at home.  The waiting list for the Parent Support Advisor is lengthy and some referrals are taking several months to come to fruition. | | | | Parents of children who have been supported by the PPG are given a questionnaire at the end of the year to glean their opinions on the support provided by school.  The Community Partner for Leighton Buzzard will provide feedback from their course and parents involved will feedback their progress after attending the course. | Gemma O’Reilly  Nikki Harding | At the end of the parental support group and the end of the academic year. |
| **Children are more actively involved during their lunch breaks. Co-operative games are modelled by the Midday Supervisors and Playground Pals. Children who have struggled to form friendships or maintain appropriate behaviour during unstructured parts of the day.**  **Teaching assistants are working alongside midday supervisors to promote and model positive play with the children.** | Midday supervisors are trained up in SEAL approaches that the teachers follow. They have training in de-escalation and restorative approaches.  The playground is zoned into different areas and a midday supervisor is responsible for that area to play with and alongside the children. Equipment is provided for each area.  Playground Pals from each class are trained in game playing skills and in co-operative play and they are responsible for a day each week to play with others.  Half termly meetings are help between Pupil Premium leader and midday supervisors to train staff and ensure that standards are maintained at lunchtimes. | | Feedback from children, midday supervisors and parents regarding their feelings about lunch times. Some children find themselves lonely and / or ‘in trouble’ at lunch time and struggle to find positive ways to spend their time.  Experience from a beacon school who have won awards for their lunchtime provision.  Research conducted by Derbyshire’s Children and Young People’s Health Promotion Programme and the NHS. | | | The Inclusion Team meet the midday supervisors and TAs working at lunch time each half term to discuss the progress of the scheme and to provide training opportunities. Minutes are taken to ensure close follow-up.  Liaison between midday supervisors and staff is provided daily (if required) by way of a messaging book.  School Councillors are asked for regular feedback on their experiences of lunchtimes and the way they feel the new lunchtime scheme is progressing. | Inclusion team and midday supervisors. | Feedback received from School Council and Midday Supervisors half-termly. |
| **Total budgeted cost** | | | | | | | | £15,000 |

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| 1. **Review of expenditure** | | | | | | | | |
| **Previous Academic Year** | | | **2016-2017** | | | | | |
| 1. **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** | |
| Children’s vocabulary is improved through the use of ICT to magpie vocabulary from other authors. Reluctant and / or struggling writers’ access to writing tasks is improved. | Clicker 7 programme. Staff confidence is developed through training from a Clicker 7 trainer. | | In Key Stage Two the use of Clicker 7 is written into Literacy and Topic planning. The children are adept at using the programme and word banks are used often for all children to ensure they magpie vocabulary from each other and authors. SEND and reluctant writers use the programme during Big Writing as appropriate to aid their independent writing by removing the barriers of spelling and handwriting. | | Key Stage One have not used the programme due to limited access to laptops. Our ICT leader is in the process of ordering new equipment for Key Stage One to use which is compatible with the programme. This provision will continue into next year. | |  | |
| 1. **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** |
| Children’s motivation and self-regulation Emotional Literacy scores have improved and the gap between the scores of PPG and non-PPG children have lessened. | Nikki Harding’s full-time timetable is scheduled to provide intervention and support from a wide range of programmes to meet the needs of children as identified by class teachers. | Overview of Emotional Literacy beginning of school year September 2017Empathy has continued at an average of 17.5 score, giving 87.5% being the same as the end of year levels across the PP children. Motivation has started higher than the same time last year at a 1.5% increase to 75.5% and a 2.5% increase from the end of the academic year. Self-awareness, confidence, has shown a massive 5% increase from the starting level at the start of the academic year 2016/17. Self-regulation has also increased by 3.5% and Social skills by 2%. Every area of the emotional literacy assessment has shown positive impact.  Analysing the data in comparison to non PP peers the results are excellent. At the start of 2016/17 there was a difference of 4.5% in the area of empathy between PP and Non pp – non pp being the higher percentage and now PP pupils are achieving a positive 3% over non pp children reflecting a staggering 7.5% shift. The area of Motivation last year demonstrated a difference in positive result to the non pp children of 11% and this gap has closed this year to just 3% overall showing a change in comparison motivation amongst PP children of 8%. Self-awareness last year reflected a 5% higher level in non PP children which now shows as equal representing a 5% gap close and self-regulation has improved by 9% showing the gap closing to just 4% from 13%. Social skills reflected a disparity of 11% last year which has closed to just 5% this year. These demonstrate fantastic impact for the Pupil premium children.  The staff have noted a change in the wellbeing of the children who have been involved in working with Mrs Harding;  E’s willingness to come in to school has increased greatly. He is more engaged in class and settles quickly each morning. His attendance has increased by nearly 4%.  J is a more cheerful child in school. He has developed a really strong bond with Mrs Harding and feels valued by her. His self-esteem has grown and he is more conscientious as he is able to share his work with Mrs Harding and display it on her board. J’s mum is more engaged with his learning and visits Mrs Harding weekly to discuss his progress and strategies for managing his behaviour at home; allowing her to develop a more positive approach to parenting.  K has strategies to allow her to access games and social activities at play times. She plays with a wider variety of children and negative behaviour incidences during the playtimes have stopped. This is thanks to her Circle of Friends led by Mrs Harding. | | | | The scores are very encouraging and we will continue with the provision provided by our Learning Mentor. We will also share her time amongst the children in need of support who do not fall into the PPG group. | |  |
| Children with limited experiences outside school were taken on experiential visits linked to their topic by Nikki Harding. | Experiential visits were planned alongside the class teachers. These supplemented any other visits that the children were involved in and were usually planned at the start of a new topic or new aspect of learning to allow pre-tutoring of the subject as well as the opportunity to discuss new vocabulary in context. | | | Please see the above analysis of the impact on Emotional Literacy.  We also found that it was beneficial for children to have the chance to be taught social etiquette when visiting public places and their behaviour during these visits improved each time.  Reluctant writers were seen to repeatedly engage in writing tasks after the visits. The vocabulary they used in their writing and verbal descriptions were enhanced thanks to the additional experiences. 78.3% of children made expected or better progress in writing over the course of the year. This was the highest level of progress we saw within the PPG group.  Parental feedback forms show that parents believed children ‘had better understanding of the world around them… improved independent skills…improved confidence’ after the visits and that children ‘talk more about their school day’. | | These visits were massively beneficial and enjoyable for the children and this provision will continue into next year. | |  |
| 1. **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** | |
| The attendance of children using the minibus provision is improved. | A minibus will collect a designated group of children each morning to alleviate familial pressures before school which can lead to lateness and / or poor attendance. | | Since the introduction of the minibus, the following children’s attendance has improved significantly;  RP 12%, KT 12%, BM 8.4%, CW 5.7%, AM 4.5%, SF over 3%, LS 2.7% | | This provision will continue into next year. | | Total Cost  £80,200 | |

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| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to inform the statement above.  Our full strategy document can be found online at: www.aschool.sch.uk |