

Pupil premium strategy statement (primary)

1. Summary information					
School	St Leo's and Southmead Catholic Nursery and Primary School				
Academic Year	18/19	Total PP budget	£77,540	Date of most recent PP Review	N/A
Total number of pupils	193	Number of pupils eligible for PP	58 (30%)	Date for next internal review of this strategy	Summer 2019

2. Current attainment		
Year 6 - 17/18	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths combined	86%	School 78% /National other 64 %
% achieving expected standard in reading	100% (progress +14)	School 87% National other 75% School Progress -3
% achieving expected standard in writing	75% (progress +11)	School 87% National other 78% School Progress -4
% achieving expected standard in maths	75% (progress -6)	School 87% National other 75% School Progress +2

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.	Improve attitude to learning with particular focus on KS2
B.	Gap between disadvantaged children and other achieving expected standard at KS1 in all areas
C.	Parental involvement with pupil learning
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance and punctuality rates of PP children are lower than other children

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Improve children's attitude to learning and involvement in extra-curricular activities – particularly at KS2	Increased number of pupils eligible for PP at least meet age related expectations in KS2
B.	Diminish the difference between disadvantaged children and other children achieving expected standard at KS1	Increased numbers of pupils eligible for PP meet expected standard at KS1

C.	Improve and encourage parental involvement with educational initiatives	Higher number of parents engaging with family learning activities to support pupil development
D.	Improve attendance of Disadvantaged children so that it is in line with school targets of 97%	Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance improves to 96% in line with 'other' pupils. Punctuality of PP children increases.

5. Planned expenditure					
Academic year		2018/2019			
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?
A. Improve children's attitude to learning and involvement in extra-curricular activities – particularly at KS2	To engage children in their love of learning by offering a wide and varied curriculum that is engaging and relevant	Children engage better in education when they are accessing a curriculum that is relevant to them and which engages their learning. By offering a variety of extra-curricular activities, children want to come to school and are hooked on their learning. The activities offered are all used to enrich our curriculum and offer wider learning experiences.	Hire of IT equipment to ensure access to a variety of resources online Bought subscription for PP children to encourage use at home Financial subsidy towards end of Y6 residential to London Access to 'Ormside' via Knowsley council HLTA to lead Childrens University After school clubs free for all children to access	AT	Half Termly basis
B. Diminish the difference between disadvantaged children and other children achieving expected standard at KS1	Embed quality feedback in lessons	Continue to improve the quality of feedback throughout the school as research from EEF suggests high quality feedback can impact as much as 8 months difference in progress for each child.	SLT to lead curriculum observations and work scrutinies focussing on quality and impact of feedback Participants to share good practice with colleagues- embed own learning Lesson obs and pupil progress meetings should show impact.	AT/ SLT	Half termly via book scrutinies, lesson obs and pupil progress meetings
	Improve quality first teaching.	Teachers have a direct and immediate impact on children's learning. As such, teachers should always have the highest expectations of themselves and of their pupils	Teaching to be a focus of SIP visits and support providing target areas for development.	AT/ SLT	Half termly via book scrutinies, lesson obs and pupil progress meetings
Total budgeted cost					£ 19, 285
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?

					on?
B. Diminish the difference between disadvantaged children and other children achieving expected standard at KS1	121 weekly targeted sessions for pupils eligible for PP. Weekly small group sessions in English and maths lessons. Release Deputy Headteacher from class each afternoon to support with provision for PP children	We want to provide extra support to increase high attainment. Individual/ small group interventions with well qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. Continue to use Read Write Inc for pupils identified as not making expected progress with experienced and trained HLTA These interventions have been successful in school already and systems for delivery and assessment are well established and have been researched by EEF and shown impact. Pre teach has proven to be valuable in preparing children for upcoming lessons, EEF research supports this. More progress is made by children receiving these sessions, they are delivered to PP children on a weekly basis.	Regular meetings with HLTA to monitor provision and need across the school. Pupil feedback and staff feedback Progress and achievement data Half termly Pupil Progress meetings with Teachers and TAs to monitor progress and impact of the interventions. (RAPS and PP Tracking) Learning Walks to evaluate quality of provision and learning	AT/ JR	Half termly
Total budgeted cost					£36, 889
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?
C. Improve and encourage parental involvement with educational initiatives	To provide Family learning to assist parents/carers in helping their children learn at home	Parental engagement is crucial for us to better support children in school. Historically, parents and carers with negative experiences of their own schooling can become disengaged, it is our role to support them in a non-threatening manner in order to build up strong relationships to support learning.	Parent questionnaires Attendance at meetings and events in school Attendance at Family Learning sessions	AT/ LS	Half Termly
D. Improve attendance of Disadvantaged children so that it is in line with school targets of 96.5%	Work closely with poor attenders/ punctuality Introduce reward days/ activities for 100% or much improved attendance Targeted use of SAS team (School Attendance	Early intervention has been shown to have a positive impact on improving attendance and punctuality and helps to build a relationship between school and hard to reach parents/ carers. We know that regular interaction with the families via phone calls, letters and rewards can help promote improved attendance. Rewards and incentives have been shown in our own school to have a positive impact on attendance	Half termly meeting with SAS Weekly monitoring of overall/ class/ individual attendance figures Weekly Inclusion Meetings to discuss strategies Continue to give good attendance a high profile within school via assemblies,	AT/ LS	Half- termly with SAS Weekly in school

	<p>Service) to promote good attendance and punctuality</p> <p>Provide Breakfast club for all PP children</p>	<p>(increase in 100% attenders in last academic year due in part to achievement of medals)We are aware that a small number of children have persistent poor attendance which may contribute to their lack of good progress.</p> <p>For those families for whom in school involvement make little difference, SAS provide more targeted support and intervention- EPN if needed.</p> <p>Having a healthy breakfast enables children to engage and work better throughout the day. It also encourages them to get up earlier and be in school before the day begins.</p>	<p>newsletters etc</p> <p>Carefully monitor attendance via regular meetings with learning mentor and issue EPNs fairly and consistently where needed</p> <p>Encourage PP families to utilise breakfast club</p>		
Total budgeted cost					£22, 402