

Pupil premium strategy statement (primary)

1. Summary information					
School	Leven CE (VC) Primary School				
Academic Year	2018/19	Total PP budget FSM + Forces + Post adopted	£ 31640	Date of most recent PP Review	2016
Total number of pupils	153	Number of pupils eligible for PP	19	Date for next internal review of this strategy	2019

2. Current attainment End of KS2 2018			
	Average for Pupil Premium children (School)		National average for non-disadvantaged pupils
% achieving in reading, writing and maths	43%		70%
	Standardised Score		
Scaled score in reading	99.4		106.1
Scaled score in writing	N/A		N/A
Scaled score in maths	101.3		105.4
% making progress in reading	-4.96		0.31
% making progress in writing	-5.70		0.24
% making progress in maths	-2.58		0.31
Pupils eligible for PP	7	PP Pupils LAC	1
PP pupils with SEN	4	PP Pupils joining from other schools	5
Post adopted	1		

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.	Emotional wellbeing of some PP pupils
B.	Understanding of GPS
C.	Use of reasoning in mathematics across the school

External barriers (*issues which also require action outside school, such as low attendance rates*)

D.	Attendance as measured against schools with a similar deprivation index
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To improve the Emotional wellbeing of some PP pupils	Pupils and parents reporting higher percentage of pupils being happy at school
B.	To improve understanding of GPS and therefore improve writing	Progress scores for GPS and writing improve
C.	To develop the use of reasoning in mathematics across the school	Progress scores for Maths improve
D.	To improve attendance as measured against schools with a similar deprivation index	Attendance measure is higher than national average for schools with a similar deprivation index

5. Planned expenditure

Academic year

2018 / 19

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?
To ensure that progress in GPS between KS1 and KS2 improves	Implementing a new GPS scheme of work.	The scheme will ensure that teachers have the resources and guidance to teach technical aspects of English and the pupils will be able to practice these key skills. The scheme is sequential with skills building on each other.	Measuring GPS termly through PIXL GPS tests for KS2 LA supportive visits	JM / AD	December 2019 £3071
To ensure that all year groups are teaching reasoning skills effectively in mathematics.	All teaching staff will be taught about different approaches to teaching mathematical reasoning.	Mathematical reasoning is the critical skill that enables a student to make use of all other mathematical skills. With the development of mathematical reasoning, students recognize that mathematics makes sense and can be understood.	Monitoring of maths books by teachers, slt and governors LA supportive visits	RH / AD	December 2019 £3000
Total budgeted cost					£6071

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?
To ensure that progress in GPS for disadvantaged pupils between KS1 and KS2 improves	TAs will run a range of intervention activities based around narrowing the gap in GPS for disadvantaged pupils	The purpose of these interventions are to narrow the attainment and progress gap between PP children and non-PP children.	Termly measuring of GPS through PIXL GPS tests for KS2. Monitoring of interventions by the SENCO and SEN governor	HR/AD	July 2019
To improve the emotional well being of pupils	3 TAs will be trained as ELSA facilitators.	The purpose of ELSA is to build the capacity of the school to support the emotional needs of our pupils from within our own resources. It recognises that children learn better and are happier in school if their emotional needs are also addressed.	The three trained ELSAs will be led and managed by the SENCO who will report to SLT and the governors about the effectiveness of the interventions.	HR/AD	July 2019

Total budgeted cost					
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?
To enable pupils to make academic progress.	TAs will support teaching and learning under the supervision of the class teacher and/or the SENCO.	TAs used in a constructive way enable pupils to engage with teaching and learning and make better progress.	The SENCO and SLT will monitor provision in the classrooms and intervention groups.	HR/AD	July 2019
Total budgeted cost					£25,569

6. Review of expenditure				
Previous Academic Year		2017/18 total £26,980		
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
To increase the percentage of pupils reaching ARE by the end of Year 6 for GPS	To target individual and groups of pupils to close the gap in attainment.	77% of pupils achieved ARE for GPS and 19% achieved at the higher level. This compares with 70% and 15% in 2017. 2017 SEN 10% 2018 SEN 27%	A small, but significant positive difference was made by targeting pupils in class and through booster groups. This improvement was larger than the figures suggest as there was a significantly larger percentage of SEN children in this cohort.	5000
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
To improve the wellbeing of individual pupils	ELSA support groups and social language groups	The ELSA and Social Language groups have enabled pupils to remain in mainstream education and therefore have a large impact on those pupils involved.	The ELSA support needs to be widened. More staff need to be trained so that we are able to offer this intervention to more pupils.	3,980
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
To improve academic outcomes by the end of Year 6	TAs will support teaching and learning under the supervision of the class teacher and/or the SENCO.	2017 RWM = 65% NA=61% 2018 RWM=69% NA = 64%	Having put a lot of effort into writing, maths and GPS (all 77%), 69% of pupils reached ARE in reading. This held us back and this will need targeting in future.	18000

7. Additional detail
Further information about our results at the end of each Key Stage can be found on our school website.