

Pupil premium strategy statement – Leadenham CE Primary School

1. Summary information					
School	Leadenham CE Primary school				
Academic Year	2016-2017	Total PP budget	£23760	Date of most recent PP Review	June 16
Total number of pupils	36	Number of pupils eligible for PP	18	Date for next internal review of this strategy	April 17

2.		3. Current attainment and Headline summaries	
		<i>Pupils eligible for PP 2016 SATs results and internal moderated data</i>	<i>Data Dashboard Headline summary</i>
<p>100% of Y6 cohort incomers- less than 3 years at school Outstanding progress made by all pupils for starting points during their time at Leadenham Primary. Low attaining cohort at KS1 (RAISE Online data) 100% Y2 PP – Expected in Reading and Maths – Working towards in Writing</p>			<p>2015 From at least 5 out of every 6 starting points, the proportion of disadvantaged KS2 pupils making and exceeding expected progress in reading, in writing & in mathematics was similar to that of other pupils nationally.</p>
% making progress in reading	<p>Y6 66% PP – better than national average progress as a cohort of 3 and individually – reading +0.2 and writing +1.2 progress points (2016 SATs) Y2 -100% of PP making better than expected progress</p>		<p>Disadvantaged KS2 pupils had an average point score equal to or above the national score for other pupils in reading & mathematics.</p> <p>The proportion of disadvantaged KS2 pupils that attained at least Level 4 was equal to or above the national figure for other pupils in reading & mathematics.</p>
% making progress in writing	<p>Y6 66% PP – better than national average progress as a cohort of 3 and individually – reading +0.2 and writing +1.2 progress points (2016 SATs) Y2- 100% of PP making expected progress</p>		<p>The proportion of disadvantaged KS2 pupils that attained at least Level 5 was equal to or above the national figure for other pupils mathematics.</p> <p>The proportion of Year 1 pupils that met the expected standard in phonics was above the national figure.</p>
% making progress in maths	<p>Targeted support meant that PP pupils made better than expected progress internal tracking for years at Leadenham (no matched data 100% of cohort incomers) Y2 -100% of PP making better than expected progress</p>		<p>2016 For KS1 disadvantaged pupils, attainment of at least the expected standard in all subjects for all EYFS development groups was close to or above national figures for other pupils.</p> <p>For KS1 disadvantaged pupils, attainment of greater depth in all subjects for all EYFS development groups was close to or above national figures for other pupils.</p>

4. 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.	Potentially, a focus is required for development of conceptual understanding and mathematical problem solving

B.	Pupils would benefit from developing a greater growth mind-set and self-regulation approach towards learning, higher aspirations and greater experiences.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
C.	Some Poor attendees however this is already being addressed continually as part of the schools newly implemented attendance strategy – going from bottom 5% of schools Nationally to top 5% for attendance.	
5. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils continue to make rapid progress and achieve expected standard in Maths – Regular pupil progress meetings and target setting. Specifically targeted intervention and professional development in conceptual understanding in maths for staff. Using EEF research to identify specific approaches to Mathematics that will greatly benefit our pupils using personalised learning approach. Mastery approach to mathematics implemented across school	Progress from starting points better than expected progress = 4 or more steps in a year. Positive attitudes towards mathematics learning displayed by pupils. Mastery curriculum and growth mind-set learning increases learning stamina.
B.	Pupils are equipped with the skills necessary to continue their learning in the home environment. Pupils gain confidence in their independent learning skills and have an increased awareness of how they individually learn best. Pupils have an increased stamina towards their problem solving learning and are encouraged based on progress made during lessons rather than always outcome driven praise and reward. Growth mind-set and Maths mastery discussions and workshops offered to parents	Growth mind-set attitudes towards learning questionnaires and study. Pupil's perceptions towards themselves as learners. Introduction of parent/school/pupil communication and reward system based on growth mind-set – Class Dojo. Approach to teaching and encouraging growth mind-set across school using the research of Carol Dweck. Pupils/parents feeling better equipped for home study.
C.	Increased percentage for attendance for targeted pupils. Attendance = Achievement. Termly monitoring of attendance as well as attitudes towards learning reports to go home. Weekly, termly celebrations of attendance as well as 100% attendance certificated for term and year. Increased enrichment activities across school – stimulating curriculum and increased number of educational visits. Impact of poor attendance explained to pupils/ parents and support offered. Wrap around care and before and after school clubs offered.	Whole school attendance remains above 95%. Targeted pupils with poor attendance have an increase in attendance percentage.

6. Planned expenditure					
Academic year	2016-2017 PP budget £23760 and 17615 carry forward				
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.	<p>Introduction and implementation of Inspire maths – Maths Mastery approach to teaching and learning.</p> <p>Staff training and professional development Resources and online subscriptions.</p>	<p>Teaching and Learning toolkit – EEF research. Maths Mastery EEF research. Singapore maths approach research.</p> <p>Evidence from PISA 2012 Mathematics world tables.</p> <p>Evidence from NCETM regarding Maths Mastery impact and implications for embedding across school</p>	<p>Monitoring of progress regularly. Drop in observations. Professional development meetings.</p> <p>Pupil questionnaires and other stakeholder questionnaires. Attitudes survey.</p> <p>Inspire Maths training Maths hub support</p>	MN/LT/JK	Termly
Total budgeted cost					Approx. £13500
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?
A/B	<p>Intervention based on rigorous assessment and identification of key areas. Very small group intervention tracked via precise provision mapping and personalised learning targets.</p> <p>Identification, assessment and analysis of intervention targeted for HA and more able pupils</p> <p>Specialist assessments carried out to identify most effective approached to learning</p>	<p>Education Endowment Fund research into effective TA and other adult use in the classroom.</p> <p>Interventions to support higher ability and more able pupils</p> <p>Personalised learning approach to school due to small cohorts and high adult to pupil ratios</p>	<p>Continued monitoring of SMART targets. Regular progress meeting with SENCo / Class teacher and Intervention leads - where appropriate</p> <p>Continued evaluation of impact of approach and intervention style.</p>	MN/AW/ESC /YD	Termly

Total budgeted cost					Approx £18000
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.	Education visits and enrichment opportunities	<p>Making learning meaningful – giving purpose and real life context to learning. Providing pupils with a wider perspective to their own learning.</p> <p>Hands on practical learning – applying skills from across the curriculum in different contexts.</p>	<p>Mapped intended education visits and experiences based on curricular areas and identified application of key skills.</p> <p>Mapped learning intentions and outcomes</p>	MN/AW/JK/ LT	Termly
C.	High quality educational resources to further enrich educational opportunities - outdoor learning	<p>Natural Demonstrations Project 2012-2016 final report EFF outdoor learning research</p> <p>Real life contexts and application of skills in a variety of “real” and purposeful contexts.</p>	<p>Outdoor learning opportunities identified on planning and cross curricular links made explicit</p> <p>Resources audited and identified linked to curriculum areas and enrichment opportunities.</p>	MN/AW/JK/ LT	Termly
Total budgeted cost					Approx. £5000

7. Review of expenditure

Previous Academic Year

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

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

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

8. 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