

## The Spring Partnership Trust



### 2018-19 Pupil Premium Strategy for Leasons Primary School

Total number of pupils on role	356
Number of pupils in receipt of the Pupil Premium Grant (PPG)	111 (31.44%)
Number of pupils entitled to FSM on the day of the census and in receipt of PPG	94 (26.63%)
PPG brought forward from 2017/2018	£65,466.81
Income 2018/19	£154,531.67
Expenditure 2018/19	£219,998.48
Carry Forward	£0

### Identified Barriers to Educational Achievement

Leasons will continue to break down the following barriers for some pupils currently in receipt of the Pupil Premium Grant by focusing on:

Focus 1 Access to the curriculum – all under achieving groups, in particular those who should be working at Greater depth and ARE

Focus 2 Access to enrichment activities – educational experiences such as trips, music lessons and participation in physical activities

Focus 3 Attendance – to raise our attendance figures to 96+%

Focus 4 To improve parental engagement with the school - especially more effective communication regarding information pathways

Focus 5 Children in receipt of the Pupil Premium Grant, who also have an SEND for cognition and learning

Focus 6 White British Boys in receipt of the Pupil Premium Grant, who are low achievers - focusing on Reading in KS1 and SEN pupils

Focus 7 Aspiration – focusing particularly on higher achieving Pupil Premium pupils

Focus 8 Behaviour – building the resilience of pupils who have specific social, behavioural and emotional needs

## **Rationale for Expenditure**

All expenditure is based on past years data analysis and knowledge of our children and families.

As identified in the 2018-19 data, accelerated progress is required for Reading, Writing and Maths across the board and boys writing in KS2.

The school intends on purchasing Pixl, which is a group intervention which offers targeted small group support for up to of 8 pupils. This intervention focuses solely on Years 3, 4, 5 and 6 and can be used for Reading, Writing and maths interventions.

The school will continue to fund additional TA hours to provide in class support to those Pupil Premium children with Special Educational Needs or Disabilities (SEND). Our school will work with the Trust Behaviour lead to provide cross MAT training and support to share best practice with staff and recommend resources that will further develop the support for those Pupil Premium children who are also SEN. We recognise the importance and the positive impact that TA interventions have and have timetabled targeted groups such as Phonics and Read Write Inc.

We have planned to increase the amount of time and range of activities provided by our Inclusion team to support PPG children and families who:

- have social communication, emotional and/or behaviour issues;
- lack aspiration and/or confidence and therefore fail to reach their potential;
- do not benefit from a wide range of enrichment activities.

This support involves the continued timetabling of The Lighthouse. The work of these staff members is to develop a more consistent programme of support as well as building and developing their relationship with the children when working on a 1:1 basis. To ensure we support our higher attaining Pupil Premium pupils, all members of staff, including the Inclusion TAs and HLTA's, will be providing support for children to become 'in class' experts.

At Leasons, we understand that times may be financially difficult and when parent/s or carers are unable to afford to pay for after school activity clubs, school trips and residential trips we will consider subsidising these events.

This is why we will continue to ring fence a proportion of the budget to provide that extra support for our children as needed. As well as this, we will continue to provide access to a broader education including additional excursions, in school workshops and assemblies.

## **Planned Spending for 2018-19**

### **Key Expenditure**

<b>Area of Spend</b>	<b>Focus</b>	<b>Total Allocation</b>
Proportional staffing costs	Funding of staffing across school to ensure that school is appropriately staffed to meet the needs of all PP pupils	£180,518.47
PP Resources	Resources to ensure PP pupils are able to access all areas of the curriculum including proportional minibuss costs	£8,256.53
Nurture	Proportional funding for in school nurture provision to ensure the emotional and social needs of PP pupils are identified and addressed in a known and safe environment	£829.86
Professional services	Funding for external providers and resources to enable PP pupils to access curriculum and enrichment activities – OPAL, Play Therapy, Paws B, music services etc	£19,345.99

<b>Area of Spend</b>	<b>Focus</b>	<b>Actions</b>	<b>Outcomes</b>
Quality of Teaching and Learning	1,2,5,6,7,8	<p>Appoint part time teacher in Year 4 and release SLT to immediately teach English and maths in Year 6</p> <p>SENCo/DHT to support teaching and learning in Y2.</p> <p>Set up Nurture Group for challenging year 5 boys. Use Tina King to support this project.</p> <p>Experienced Year 6 in post with success in attaining accelerated progress with disadvantaged children.</p> <p>To buy into the use of Pixl, an initiative to share best practice to raise standards and to give pupils a better future and brighter hope. SLT to identify key people to</p>	<p>First quality teaching makes the most impact and reaches all pupils, including PP. Most of teaching in the school to be never less than good. We believe outstanding teaching will ensure individual needs of pupil premium children are met and as a result they will continue to make accelerated progress.</p> <p>The Local Committee Members (LCM) will understand how the school intends to diminish the differences through various interventions / actions. The LCM will be able to question the data and the impact of any of the actions included in the strategy.</p>

		<p>train in the use of Pixl with a particular focus on Year 6.</p> <p>Quality first teaching identifies targets and supports the progress of PP pupils, resulting in better outcomes for all in Reading, Writing and Maths.</p> <p><b><u>Aim: Improve quality of teaching so that all is at least good with majority outstanding</u></b></p> <p>Identifying PP pupils in planning and targeting them in focus groups/individually.</p> <p>Assessment for Learning strategies &amp; opportunities to be identified and implemented effectively. Professional Development Meetings (PDM) in order to train our staff.</p> <p>Gaps in achievement close through targeted interventions that support the progress of PP pupils, in particular for the following groups: all disadvantaged and boys writing</p> <p>To appoint and retain experienced teachers and support staff to raise quality of teaching and learning.</p>	<p>Interventions remain purposeful and data driven, which in turn makes a positive impact upon the children, whether it be social, emotional or academic.</p>
Behaviour	1,2,4,7,8	<p>Arrange an audit of behaviour system to bring consistency to school wide management of behaviour.</p> <p>Trust Behaviour Lead to raise standards for targeted pupils whose behaviour/attitude to learning is severely impacting on their learning.</p>	<p>Target pupils develop a positive mindset in which to learn. Pupils will have developed the skills to make good academic progress and reach age related expectation/greater depth. Pupil's emotional and social well-being will improve. Families are enabled to better support their children at school.</p>

			<p>Better communication skills, enabling children to talk about their feelings, and to solve problems.</p> <p>An improvement in the children's abilities to change their behaviour, understand and learn about the world in which they live.</p>
Attendance		<p>Named Attendance Officer to liaise with Trust EWO.</p> <p>Set up an attendance strategy group to meet every 4 weeks to include the following key people HoS, Trust EWO, FLO and SBM.</p> <p>Admin staff to provide SBM/HoS with weekly attendance figures to include persistent absence of PP pupils.</p> <p>Head of School to look at weekly figures and refer families/individuals to FLO for targeted support and intervention. Attendance Officer to identify school initiatives to encourage improved attendance of PP pupils.</p> <p>Fortnightly attendance updates in newsletter, celebrating success and attendance figures.</p> <p>School to engage in 'Spike' rewards, assembly certificates etc. SLT to communicate with Trust EWO and arrange meetings with parents.</p>	<p>Parents are clear about the school's expectations of attendance and understand the policies and procedures for attendance. As a result, attendance of this group improves.</p> <p>Children who demonstrate consistently high standards of attendance are rewarded and celebrated at school level in assemblies and in class.</p>
Additional Learning		Funding to continue to support the resourcing of the	Gaps in achievement close through targeted

Resources (Pixl, Read Write Inc		writing intervention 'Read, Write, Inc' introduced in Y1-6 with a focus on DA, PP and SEN pupils.	interventions that support the progress of PP pupils, in particular for the following groups: Reading Writing and Maths but especially Boys' writing at KS2.
Salary contributions for specialist teaching staff		Using specialist teachers to teach specific subjects, they plan and deliver lessons when team teaching with staff. Specialist teachers use every opportunity to identify talent and target PP children.	PP pupils benefit from the expertise of the specialist music teacher. PP children with talent are identified and supported to meet their full potential Staff will be trained by specialists and work closely alongside them which leads to a better understanding of the subjects.
SEMH: Therapists and Counsellors		Nuero Linguistic Therapy, Play Therapy and Kent Counselling.  Structured therapy sessions for identified pupils with qualified professionals.	To reduce the barriers to learning and life for children with mental health, social, emotional & behavioural difficulties.
Well-being and SEMH		With a change around in staffing, The Lighthouse facility and Nurture rooms will need staff to be trained to implement a number of workshops involving 1:1 mentoring, social skills, self-esteem, emotional literacy and anger management. Playground support for unstructured activities. The development of Child Centred Activity (OPAL Initiative).	These facilities are invaluable and aim to give the children strategies to self-regulate in challenging situations and for children to develop confidence, resilience and perseverance.