



St Leonard's C of E (A) Primary School

“Growing in Faith and Learning”

Pupil Premium Statement 2016-2017

The pupil premium grant is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. It is for those children who have claimed Free School Meals in the last 6 years as well as those children currently entitled to FSM. The sum allocated to St Leonard's was based on 15 children (January 2016 school census); hence the school received a total funding allocation of £19,800 (£1320 per eligible pupil).

Total number of pupils: 118 (Nursery to year 6)

Total Number of pupils eligible for pupil premium funding: 15 (13% of school population)

Looked After children: 0

Adopted from Care: 0

Service children: 0

Our Pupil Premium Strategy

At St Leonard's C of E (A) Primary School we use the pupil premium grant to raise attainment and maximise achievement through a range of approaches which are funded/partially funded by the pupil premium grant. These include:

- Nurture support to improve attendance, punctuality, support children's emotional and social needs and support for families;
- Teacher led booster groups (phonics; Y2);
- Teacher led before school revision clubs (Y6);
- Additional teaching assistants to lead intervention groups for Mathematics, Phonics, Reading, Writing, Spelling, Punctuation and Grammar;
- SENCo assistant to support families and liaise with other agencies;
- School trips fund to enable disadvantaged pupils to access offsite activities;
- Resources to boost learning and provide early intervention

Expenditure	Description	Desired Outcome	Intervention/nature of support	IMPACT/ How we will measure (Summer 2017)
£10,000 part payment towards TA x 22 hours per week Nurture Support Teaching Assistant (Grade 5)	Targeted support via Nurture Support/ Social Skills groups.	For attendance to be in line with the national average or better. For pupils with emotional and behavioural needs to receive targeted support to reduce behavior incidents and to ensure they make progress in their learning.	The school has a Nurture Support Teaching Assistant who works with children and families on a one-to one basis or in small groups. Her role is to improve attendance, punctuality support children's emotional and social needs, and lead /deliver PSHE.	Attendance of PP children in line or exceeds school average although overall attendance as a school needs improvement. Progress of children working with Nurture Support was good (see confidential addendum)
£10,000 part payment towards 2 x TA s (Grade 3) intervention across all year groups	Intervention groups in years 1-6 for Reading, Writing and Maths.	Intervention groups are in place to improve progress of identified children who are not on track to achieve their end of year/key stage expectations.	TA to deliver intervention to accelerate progress and close achievement gaps in English and Maths in years 1-6:	Progress of children in the group. Some intervention was limited due to staff absence. Have the gaps closed? Yes in KS2 but not for KS1 a number of factors affected outcome. Change of teacher and

				confidential addendum). Have children met end of year/key stage expectations? Yes for KS2 but not for KS1.
Expenditure	Description	Desired Outcome	Intervention/nature of support	IMPACT/ How we will measure (July 2017)
£5,000 part payment towards Part-time HLTA (Grade 7) SENDCo assistant.	Support for children/families to liaise with outside agencies.	To ensure that disadvantaged pupils have access to external support (when needed).	% of SENDCo assistant time is dedicated to supporting pupil premium children who are on the SEND register. Support with administration, liaison with families and work with pupils. Lead CAFs/Early help, support families in times of crisis and liaise with other agencies	% of pupil premium children on SEND register and the outcome of their IEPs. Additional MDS employed to support Behaviour needs for 17/18.
Currently no additional cost as staff training time utilised	Pupil premium progress meetings to specifically monitor and track attainment and progress.	Progress meetings will show that children are making accelerated progress to close gaps. Where progress is slow, specific interventions are planned.	Class teachers meeting phase leaders termly to review the arrangements of pupil premium children in their care. Progress and attainment are tracked and reviewed, targets are set and achievement is monitored.	End of term data. School is in-line with or exceeds national data for KS2 but not for KS1.
£500	School trips fund to support disadvantaged families.	To ensure that all pupils are able to participate in a range of out of classroom experiences to enhance their learning experience.	Fund provided to specifically support disadvantaged families to enable all pupils to attend trips including the year 5 and Year 6 residential trips.	100% of children took part in offsite visits.
£350	Acquisition of Speak and Language package and fine motor tools for early intervention in EYFS	To ensure that all pupils are able to participate in a range of out of classroom experiences to enhance their learning experience through the spoken and written word.	Speech and Language Program called WELLCOMM is supporting the achievement of those children with limited language skills. Fine motor tools acquired are supporting the strengthening of fine motor skills in readiness for writing.	% of children achieving GLD is in-line with or exceeds national data
Total budgeted spend= £25,850 (£6,050 overspend)				