

## Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	LEIGHFIELD ACADEMY				
Academic Year	2016-17	Total PP budget	£8,520	Date of most recent PP Review	NA
Total number of pupils	196	Number of pupils eligible for PP	8	Date for next internal review of this strategy	May 17

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>National outcome overall</i>
% of Y6 pupils attaining ARE in Reading, Writing and Maths combined	(4) 25% (24) 46%	53%
% making expected progress in reading	(4) 75% (22) 45%	
% making expected progress in writing	(4) 25% (22) 9%	
% making expected progress in maths	(4) 25% (22) 18%	

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
	<p><b>Contextual Information</b></p> <p>Children are very individual and two are new starters this term. Two children are Forces PP. 7 out of 8 pupils have joined the school from Y2 onwards. 25% of pupils have SEND challenges.</p> <p>Working from KS1 APS outcomes, analysis shows pupils to be making expected progress. Two pupils do not have KS1 outcomes (private education / Forces challenges)</p>
<b>A.</b>	One child in Y5 and one in Y4 borderline and will require intervention in literacy (reading and writing) to accelerate progress to reach ARE within each year group. Provision mapping shows in class intervention activities planned by the teacher and delivered by either the teacher or the TA.

<b>B.</b>	With support, one child in Y6 may achieve ARE with depth in Maths – additional support to be provided through in class support and intervention from the teacher or support staff under teacher guidance.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>C.</b>	Individual home circumstances are supported through school's Safeguarding procedures, Children's Care and family link (including Team Around the Family) services as appropriate.	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	SEMH needs to be addressed to enable learning to take place	Increased concentration and application. Low level disruption ceases. Behavioural changes indicate SEMH needs are being addressed.
<b>B.</b>	Progress will be in line with expectations in English and Maths	

<b>5. Planned expenditure</b>					
<b>Academic year</b>	2016 - 2017				
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					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Expected or better progress in English and Maths	Quality first teaching supported by TA intervention	Prior experience of children's progress	Monitoring and evaluation of teaching and learning to include lesson observations, pupil work reviews, pupil interviews, planning scrutinies	HT Subject leaders	Termly
<b>Total budgeted cost</b>					<b>£3000</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

PP children's progress is accelerated in areas of current weakness	Teachers plan and deliver intervention programmes with TA support	We believe that the most disadvantaged pupils will gain best benefit from the direct input of our best qualified staff. We also believe that TA support has a positive impact on learning	Termly meetings about provision mapping Pupil progress reviews each term	SLT	Termly
Increased concentration and reduced disruption	Behaviour plan support Inclusion worker support TAF 1:1 TA support Carefully planned and differentiated activities and expectations	Advice taken from Social Care Inclusion staff  To manage erratic behaviours  To accelerate learning where possible	Day to day monitoring and evaluation of impact	SENDCo	Ongoing
<b>Total budgeted cost</b>					<b>£5000</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Inclusion of PP pupils in a wide range of school activities	Financial support for trips and residentials	This supports the development of resilience, independence, vocabulary and self-esteem.	Procedures in place for fair and equitable allocation of funding	HT	Ongoing
<b>Total budgeted cost</b>					<b>£600</b>

6. Review of expenditure				
Previous Academic Year		2014 - 2015		
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
Expected or better progress in English and Maths	Quality first teaching supported by TA intervention	In Year 6 Pupil Premium children made better progress overall from KS1 starting points than non-PP children. This was mirrored in other year groups with the exception of those children for whom significant SEN needs were a limiting factor.	The approach was successful and will be continued in 2016 – 2017.  Improvements may be made through the more focussed use of formative assessment to determine next steps and through the use of prior assessment outcomes to drive targets.	£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
PP children's progress is accelerated in areas of current weakness	Withdrawal of PP children to work with TAs on targeted interventions	More limited than expected because: <ul style="list-style-type: none"> <li>• Unfamiliarity with individual pupil needs</li> <li>• Difficulties in maintaining regular and fruitful communication between teacher and TA involved</li> <li>• Inconsistencies due to child's learning in between sessions not always taken into account</li> </ul>	The intervention would have been more successful if kept to within the class and under the leadership and management of the child's class teacher	£5000
PP children's progress is accelerated in areas of current weakness	Teachers plan and deliver intervention programmes with TA support	Expected impact achieved – all children involved made progress in line with or above targets except where significant SEN challenges impacted on progress.	This was a successful approach and will be used again next year.	£4000

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Inclusion of PP pupils in a wide range of school activities	Financial support for trips and residentials	All children engaged positively in all activities.  Families appreciated the support without which they may not have engaged.  Pupil could identify ways in which they had benefitted from their experiences	This is a low cost strategy that makes a positive impact both socially and educationally to individual pupils. We shall continue this strategy in 2016 - 2017	£600

## **7. Additional detail**

In this section you can annex or refer to **additional** information which you have used to support the sections above.

As evidence the school has used the following:

- Analysis of progress and attainment data
- Analysis of in-school monitoring and evaluation exercises
- Multi-agency meeting outcomes
- The views of other professionals working alongside us to support Pupil Premium pupils' individual needs
- Pupil voice surveys
- Opinions shared by family members