

Pupil premium strategy statement

Leverington Primary Academy

1. Summary information					
School	Leverington Primary Academy				
Academic Year	2020-2021	Total PP budget	£76 665	Date of most recent PP Review	Sept 2020
Total number of pupils	208	Number of pupils eligible for PP	57	Date for next internal review of this strategy	Sept 2021

2. Current attainment		
	<i>Pupils eligible for PP (LPA) 2019 (8) *No data for July 2020*</i>	<i>Pupils not eligible for PP (LPA) 2019 (22) *No data for July 2020*</i>
% achieving in reading, writing and maths		
% working at the expected level in reading		
% working at the expected level in writing		
% working at the expected level in maths		

3. 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.	Poor oral language and communication skills – links later to writing development and reasoning.
B.	Gaps in learning – these gaps widen if they are not addressed accordingly.
C.	Some children who are eligible for PP do not achieve as well as their non-PP peers.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Lack of support and engagement at home.
E.	Social and emotional needs – readiness to learn and resilience (ability to cope with potential ‘failure’)
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>
A.	<p>Improve outcomes in reading, by developing vocabulary and improving comprehension skills by increasing fluency.</p> <p>Children will have a wider range of vocabulary on which they can draw, leading to improvements and progress in reading and writing. They will be able to approach reading challenges and comprehension with greater confidence and increased fluency, improving chances of developing comprehension skills.</p>

B.	Children will make progress from their relative starting points in Reading, Writing and Maths.	Rates of progress for PP children will be in line with their peers in English and Maths.
C.	Higher percentages of children eligible for PP will achieve in line with or better than their peers who do not receive PP funding.	Outcomes in Reading, Writing and Maths will improve.
D.	Improved outcomes in Reading and Maths. Parents will engage with home learning, particularly reading and flashcards in Key Stage 1 in order for children to make progress.	Children will increase fluency in reading. Accuracy and recall in number facts will increase due to regular practice at home.
E.	Any SEMH needs will be identified and addressed swiftly so children are ready to learn.	Support from ELSA as/when necessary. Children will be given the opportunity to talk and discuss strategies to improve readiness for learning. Children will be engaged and ready to learn.

5. Planned expenditure

Academic year

2020-2021

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, B and C	<p>Accelerated Reader Sounds Write Phonics Power of Reading Talk for Writing Powerful Words project</p> <p>Times Tables Rock Star Numbots</p> <p>New approach to planning foundation subjects</p>	<p>Accelerated reader – EEF: For weaker readers, the approach appears to contribute towards catch-up, particularly before starting secondary school. The difference between AR pupils and non-AR pupils was 3 month's progress for non-PP and 5 month's progress for PP.</p> <p>Power of Reading – Texts are carefully chosen and showcase the very best of children's literature in order to engage pupils.</p> <p>Powerful Words project and new blocked planning – Aims to reduce word poverty for disadvantaged pupils. Exposes them to Tier 2 and 3 vocabulary, supporting the development of this within writing. Receptive and expressive vocabulary is developed.</p> <p>National Literacy Trust – Using Mrs Wordsmith, overall vocabulary increased on average by 50% with the Narrative journey programme. In addition to increased vocabulary, more children felt that pictures helped them to remember new words better.</p> <p>Talk For Writing – develops oral language skills and communication before the writing process.</p> <p>New blocked approach to planning – Tier 2 and 3 vocabulary carefully selected and taught explicitly.</p>	<p>Whole school approach.</p> <p>Staff training to ensure high quality approaches to teaching reading are introduced and are consistent across all year groups. Accelerated Reader core team will monitor data termly.</p> <p>Teaching Assistants trained and supported to deliver appropriate interventions.</p> <p>English lead to monitor use and impact of Power of Reading and Powerful Words within all classes. Powerful Words project attended by Deputy and rolled out through school.</p>	SLT Class teachers	Termly

B and C	<p>Early identification of children eligible for PP – Teachers and TAs aware and identified in planning.</p> <p>Termly tracking of pupils eligible for PP – monitor and address gaps in learning swiftly.</p> <p>Pupil Progress meetings termly; vulnerable groups identified and discussed.</p>	<p>Class teachers, subject leads and senior leaders need to be aware of progress and attainment of Pupil Premium children on a regular basis to ensure gaps in learning are identified quickly and appropriate interventions put in place to address these.</p>	<p>Regular analysis of assessment data. Class teacher and SLT to maintain focus on PP children and their progress/attainment throughout the year.</p> <p>Vulnerable groups discussed regularly at Pupil Progress and Achievement Team meetings.</p>		Half termly
B and C	<p>Pupil Progress meetings</p> <p>Achievement Team meetings</p>	<p>Class teachers and SLT to identify gaps in learning of identified vulnerable groups on a regular basis.</p> <p>Interventions planned accordingly.</p>	<p>Key Stage leads to oversee Achievement Team meetings and feed back to Head and Deputy.</p> <p>SENDCO to attend meetings. Children in more than one vulnerable group also identified swiftly.</p>		Termly
Total budgeted cost					£10000
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 and B	<p>Colourful Semantics</p> <p>Word Aware</p> <p>Talk Boost</p>	<p>Recommended interventions and have previously been successful.</p> <p>Talk Boost strategies can be implemented from Reception and through the continuous provision, as well as additional targeted groups.</p> <p>Development of early communication and oral skills is vital to success in early reading and writing.</p>	<p>Baseline and post intervention data collected.</p> <p>Sessions held regularly, at least twice a week, and monitored by SENDCO and class teachers.</p>	SENDCO	Every 6-8 weeks, depending on block intervention

B, C and D	Accelerated Reader Reading Comprehension group Early Bird reading sessions 3 times per week	Limited access to high quality texts at home. Development of reading fluency in order to improve comprehension skills. Some parents may be reluctant to engage with reading at home, therefore children need to be given regular opportunities to read in school.	Star Reader assessments completed 3 times a year; additional tests for those accessing Comprehension group.	Class teachers SLT	Termly
B, C and D	Small group teaching support daily in Maths and English Y5 and Y6	Specific gaps can be identified and addressed, with peer and adult support. Metacognitive approaches have been cited as amongst the most effective strategies.	Use of Assessment data from initial baseline to ensure teaching is targeted at gaps in learning.	Class teacher SLT	Half termly
C, D and E	ELSA/Mental Health and Wellbeing Lead – The Haven STEPS approach	Social and emotional issues impact negatively on learning and readiness to learn. Children need to feel emotionally stable in order to access learning.	Monitoring of children accessing ELSA support by SLT.	SLT Mental Health and Wellbeing Lead	Ongoing
Total budgeted cost					£25000
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,D and E	Equality of opportunities for extra-curricular activities, including Breakfast Club, and enrichment.	Equality of opportunity can boost self-esteem and build resilience. A broadening experience which underpins aspirations.	Feedback from parents, pupils and staff. Surveys – parent and children	SLT Class teachers	Ongoing
C, D and E	Play Therapy	Need for therapeutic support for some children with social and emotional needs. Support from an external play therapist has proved successful in the past.	Play Therapist to report regularly to Headteacher and Mental Health and Wellbeing Lead.	SLT Mental Health and Wellbeing Lead	Half termly
D and E	Individual parent support and advice as needed	Proactive in identifying parents and families that may require further support. NB to signpost to external agencies and support if needed.	Nicola Brightey working closely with parents and Family Worker to address needs and provide appropriate support.	SLT Mental Health and Wellbeing Lead	Ongoing
Total budgeted cost					£15000

6. Review of expenditure				
Previous Academic Year		2019-2020		
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
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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

7. 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