

Pupil premium strategy statement for 2018-19

Summary information					
Name of Academy	Leedstown School				
Academic Year	2018-19	Total PP budget	£11,880	Date of most recent PP Review	September 2018
Total number of pupils	84	Number of pupils eligible for PP	9	Date for next internal review of this strategy	15.10.18

Current achievement (based on Summer 2018 results)			
Key Stage 2	<i>Pupils eligible for PP (your school)</i>	<i>Other pupils (your school)</i>	<i>Other pupils (national)</i>
% attaining ARE or higher in reading, writing and maths combined	100%	92%	%
% making expected progress or better in reading	100%	100%	%
% making expected progress or better in writing	100%	100%	%
% making expected progress or better in maths	100%	92%	%
Key Stage 1	<i>Pupils eligible for PP (your school)</i>	<i>Other pupils (your school)</i>	<i>Other pupils (national)</i>
% passing Y1 phonics	100%	86%	%
% attaining ARE or higher in reading	N/A	77%	%
% attaining ARE or higher in writing	N/A	69%	%
% attaining ARE or higher in maths	N/A	77%	%
Early Years	<i>Pupils eligible for PP (your school)</i>	<i>Other pupils (your school)</i>	<i>Other pupils (national)</i>
% achieving Good Level of Development or higher	100%	57%	%

Part one – review of spending for the previous academic year

What was the impact of our PPG- funded strategies and interventions in 2017-18?				
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
Children eligible for PP make progress in maths which is in line with their peers.	Teacher to work with specific groups of children. Purchase of maths no problem text books.	This had a high impact. All children eligible for PP funding made progress which was either in line with their peers or more than their peers within maths.	We are continuing with this approach for 2018-2019; teaching group sizes will be kept to a minimum through effective deployment of teachers and TA's.	£5,000
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
All children in year 1 to pass the phonics screening test.	2 teachers working 1:1 and small groups on targeted interventions. TA interventions.	High Impact 88% of pupils passed the phonics screening test. 100% of PP pupils passed.	Again, this approach will be used again for the next academic year.	£5,600
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
To have an increased number of eligible pupils attending extra - curricular activities and enriching opportunities.	School to subsidise camps and trips for PP children.	Medium impact; There was an increase in the number of pupils taking part in music lessons, trips and visits as well as an increased attendance with parents in school.	We shall continue to work closely with all parents, ensuring that they know what is available throughout the year and helping them to access this. We will be continuing with this approach. (See DP strategy 2018/2019 below).	£300

What strategies and interventions are we putting in place to address the barriers to future attainment identified above?

The three headings below show how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Part two – strategy for the current academic year

What are the barriers to future attainment for pupils eligible for PP, including those who are academically more able?

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	For some of our pupils, reading at home for pleasure does not happen very often. For some of our children, there is not the love of reading and children are not motivated to want to read.
B.	For some of our pupils the narrowness of their experiences growing up as disadvantaged children in a rural community can result in a significant deficit in cultural capital. This has resulted in children attending our school who have not had many of the experiences that their more privileged peers take for granted ie; going to the beach visiting a museum and so on.
C.	For some of our disadvantaged pupils, parental engagement is very low. Increasing involvement of both parents in their children’s learning would have a great impact on children’s learning.

External barriers (*issues which also require action outside school, such as low attendance rates*)

D.	
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Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All children experience and are exposed to a range of cultural experiences.	Children are encouraged to use the pupils’ voice assembly to share their own range of diverse experiences.
B.	Parents attend more events at school and are supportive and aware of children’s learning.	Increased attendance rates of parents at workshops and information events. Completed ‘bubble sheets’ from parents as a result in talking to children about their learning.
C.	Children are motivated to read at home, as well as at school.	For most children to achieve the expected standard in reading and as a result, children’s reading comprehensions skills are increased.

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 larger range of cultural experiences.	Carefully selected visits fitted in with the curriculum.	Life experiences are limited in Cornwall, low income, which impacts on future aspirations for children.	Regular evaluation, talking to pupils. Pupil presentations and the increase of these.	NN	
Total budgeted cost					£300
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?
Children are reading at home daily.	Daily, individualised reading every-day.	If you are a good reader you can access the rest of the curriculum.	Evidence in reading logs; children talking about what they have read.	NN	
Total budgeted cost					
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?
Children are competitive and motivated to want to read.	Purchase of accelerated reader.	Engaging and motivating children to want to read.	A whole school approach.	NN	
Children are happy to be seen reading.					
Total budgeted cost					£1500

Additional detail

