

# Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Padiham St Leonard's CE VA Primary				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£88,660	<b>Date of most recent PP Review</b>	Sept 19
<b>Total number of pupils</b>	278	<b>Number of pupils eligible for PP</b>	58 (65)	<b>Date for next internal review of this strategy</b>	July 20

2 A) Current attainment at the end of KS2 - July 2019			
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (our school)</i>	<i>National Average (for all pupils)</i>
<b>% achieving in reading, writing and maths</b>	53.8%	58.8%	65%
<b>% achieving in reading</b>	61.5%	64.7%	73%
<b>% achieving in writing (GPS)</b>	92.3%	88.2%	78%
<b>% achieving in maths</b>	92.3%	88.2%	79%
<b>Scaled score in reading</b>	100.2	102.3	104
<b>Scaled score in GPS</b>	108.4	110.4	106
<b>Scaled score in maths</b>	107.1	107.6	105
<b>progress measure in reading</b>	-3.6	-3.6	
<b>progress measure in writing</b>	1.7	0.8	
<b>progress measure in maths</b>	3.7	2.4	

2 B) Current attainment at the end of KS1- July 2019			
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (our school)</i>	<i>National Average 2018 (for all pupils)</i>
<b>% achieving in reading, writing and maths</b>	44.4%	62.5%	
<b>% achieving in reading</b>	66.7%	78.1%	75%
<b>% achieving in writing</b>	55.6%	68.8%	70%
<b>% achieving in maths</b>	44.4%	68.8%	76%

<b>2 C) Current attainment – Phonics Screening 2018</b>			
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (our school)</i>	<i>National Average 2018 (for all pupils)</i>
<b>% meeting expectation in Year One</b>	63.6%	75.8%	82%
<b>% meeting expectation in Year Two</b>	88.9%	93.8%	92%

<b>2 D) Current attainment – EYFS 2018</b>			
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (our school)</i>	<i>National Average 2018 (for all pupils)</i>
<b>% achieving a Good Level of Development</b>	25%	70.6%	71.5%

<b>2 D) Attendance 2018-19</b>			
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (our school)</i>	<i>National Average (for all pupils)</i>
<b>% attendance</b>	94.8%	96.7%	
<b>% Unauthorised absence</b>	2.7%	1.2%	
<b>% absence due to illness/medical appointments</b>	2.4%	2.1%	
<b>% absence due to holidays</b>	0.7%	0.7%	

<b>3 Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	High percentage of pupils who have had Adverse Childhood Experiences and as a consequence struggle to regulate their emotions.	
<b>B.</b>	Limited range of vocabulary and language skills.	
<b>C.</b>	Limited Levels of determination and willingness to persevere through a task.	
<b>D.</b>	Poor retention of facts and working memory.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>E.</b>	Limited opportunities for taking part in extra-curricular activities outside of school.	
<b>4 Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Pupils able to understand and regulate their emotions.	Staff using the Emotion works resources to teach about regulating emotions. Pupils to use emotion works resources to regulate emotions.

		Reduction in behaviour incidents due to pupils experiencing 'emotional overload' or 'meltdowns'
<b>B.</b>	Increased vocabulary and language	<p>Increased percentage of pupils with expected language skills (as measured by WellComm) by the end of EYFS</p> <p>Question level analysis to demonstrate an increase in strands related to this target, i.e.</p> <ul style="list-style-type: none"> <li>• Give / explain the meaning of words in context</li> <li>• Identify / explain how meaning is enhanced through choice of words and phrases</li> <li>• Identify / explain how information / narrative content is related and contributes to meaning as a whole</li> </ul>
<b>C.</b>	Increased resilience	<p>Pupils to demonstrate increased resilience when approaching new tasks or seeing task through to a conclusion.</p> <ul style="list-style-type: none"> <li>• High numbers of PP children representing the school through sports, choir, STEM projects/competitions, maths events etc.</li> </ul>
<b>D.</b>	Increased ability to recall number facts and use these to solve problems	<p>Improvements in times table recall as demonstrated by teacher assessment in class</p> <p>Improvements in mental mathematics scores</p> <p>Question level analysis to demonstrate an increase in strands related to this target,</p> <ul style="list-style-type: none"> <li>• Addition, subtraction, multiplication and division (calculations)</li> </ul>
<b>E.</b>	Pupil Premium Pupils to take part in extra curricular activities	<p>PP pupils to attend educational visits including residential.</p> <p>High numbers of PP children to attend an after school clubs during the year (including homework club).</p> <p>PP children taking part in Children's University and graduating.</p>

## 5 Planned expenditure

Academic year

19/20

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?	Cost	When will you review implementation?
Pupils' to regulate their emotions and use appropriate methods to control anger and manage negative feelings	All staff to be trained in use of Emotion Works resources	Pupils are not able to access all their cognitive functions when they do not feel safe and secure and are struggling to regulate their emotions (Maslovs hierarchy of needs). We have an increasing number of pupils who are experiencing anxiety or emotional turmoil. The Sutton Trust toolkit identifies that Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	Support from Emotion Works trainer who will visit school to support us in evaluating impact.	£3000	July 2020
To improve mental recall of number bonds and times tables	To use Times tables Rockstars to raise enthusiasm and engagement in learning number bonds and times tables. Pupils to be closely monitored on their recall of specific tables with regular reviews of previously learnt tables.	Evidence from other schools shows the impact of this resource by engaging pupil interest.	Class teachers will monitor the pupil leader board and ensure all pupils are making progress. Maths SL will oversee the leaderboard and use this in his review of mathematics to demonstrate impact.	£160	June 2020
Increased percentages of PP children achieving year group expectations in writing. Quality of writing for PP children in foundation subjects reflects quality of writing in Literacy.	TA support in foundation subjects to model high quality discussions and use of appropriate vocabulary in these subjects. These TAs to support the teacher in ensuring all pupils have high quality feedback about the quality of their work in relation to strict success criteria throughout the lesson. (Teacher or TA to support pupils via guided writing sessions in foundation	The use of high levels of support has resulted in excellent progress for these pupils in the recent years at St Leonard's. The Sutton Trust toolkit highlights High Quality feedback as an effective way to raise attainment.	SLT will observe lessons and look at book scrutinies by Subject Leaders to look at the impact of this provision on writing skills across the curriculum.	£22,000	June 2020

Pupil's to participate in a wider range of opportunities. Increased aspiration to achieve success in the arts.	Visits to a place of worship, visits from a person of another faith, specialist singing teacher for the choir, whole school pantomime performance, play in a day for Year 5/6 pupils	Over recent years at St Leonard's this has demonstrated a positive impact on pupil attitude to learning. The school has reduced the financial impact of this by having a high quality pantomime performance at school (rather than visiting the theatre) and having visitors to school where possible.	Teachers and SLT will report back on the impact of this on pupil attitude. Governors to seek feedback from pupils on the impact of this during pupil interviews. All pupils involved in a school performance.	£4,000	June 2020
<b>Total budgeted cost</b>					<b>£29,160</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>Cost and Staff lead</b>	<b>When will you review implementation?</b>
Accelerated progress for pupils receiving S&L intervention so that their expressive and understanding skills move inline with age-related expectations. Pupils in EYFS and KS1 are able to speak more clearly, positively impacting on their reading and writing work. Progress in CLL, Reading and Writing is at least good and in many cases outstanding for these children.	Assess pupils demonstrating Speech and Language concerns using WellComm assessment. SENCo to support classteachers in creating effective interventions plans for these children. TA to deliver intervention.	EEF reseach consistly shows the benefits of this type of intervention. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year.	Provision and progress will be monitored by SENDCo	Training £280 SENDCo time to support staff in creating effective intervention plans £1000	June 2020

<p>Increased percentage of pupils meeting typical age-related criteria and achieving a Good Level of Development by the end of Reception (from a 21% baseline).</p>	<p>High levels of support in Nursery and Reception to include full time TA 2 support for the Reception class to deliver interventions to individual children:</p> <p>PSE</p> <ul style="list-style-type: none"> <li>- Additional play support</li> <li>- Use of social stories</li> <li>- Small group work on social skills</li> </ul> <p>PD</p> <ul style="list-style-type: none"> <li>- Dressing and undressing</li> <li>- Toilet training</li> <li>- Hygiene and health awareness</li> </ul> <p>CLL</p> <ul style="list-style-type: none"> <li>- Assessment of S&amp;L skills using WellComm</li> <li>- S&amp;L intervention to address needs identified</li> </ul>	<p>Sutton Trust research highlights Early Intervention as an effective way to raise attainment.</p> <p>High quality use of intervention has enable excellent progress for Reception pupils previously not on track in the last two years at St Leonard's.</p> <p>Evidence in school such as the project in Lancaster to demonstrate the positive impact of WellComm assessment and intervention</p>	<p>Provision to be monitored by the SENDCo.</p> <p>Observation of provision during walk throughs.</p> <p>EYFS leader to discuss impact of the interventions when discussing data analysis with teachers.</p>	<p>£13,200</p>	<p>June 2020</p>
<p>Accelerated progress for PP children in reading. Increased numbers of PP children reaching year group expectations. Reading records demonstrate that these pupils are accessing a wide range of books.</p>	<p>TA support in classrooms to ensure that all PP children read individually at least 3 times per week.</p> <p>Use of volunteers to hear these pupils read regularly.</p>	<p>This approach using 1:1 tuition for these pupils ensures that staff can concentrate on the skills appropriate for the child. Therefore pupils who need to develop decoding skills and fluency concentrate on this with some discussions about comprehension.</p> <p>Excellent gain can also be seen for more able or older children who are already fluent readers by concentrating on developing comprehension skills. The Sutton Trust list Reading Comprehension strategies as an effective way to raise achievement. Reading aloud is also listed as an effective part of an Oral language Intervention and this has been shown to give pupils 5 months additional progress during a year.</p>	<p>Literacy Co-ordinator to monitor progress in reading through assessment analysis.</p> <p>Literacy Co-ordinator to also look at the percentage of children reading at or beyond a year group appropriate book band.</p>	<p>£11,600</p>	<p>June 2020</p>

Accelerated progress for PP children in mathematics. Increased numbers of PP children reaching year group expectations. Question level analysis demonstrating increased accuracy in arithmetic for this group.	Maths co-ordinator to provide training for staff in effective use of Numicon resources. TA2 time to deliver planned support in mathematics to ensure that pupils develop confidence in place value and have a secure knowledge of number facts (Interventions in small groups 30 mins at least 3x per week – using Breaking Barriers, Big Ideas or Nuumicon)	Result from the Sutton Trust demonstrates that Small Group tuition is an effective way to accelerate progress providing that: <ul style="list-style-type: none"> <li>• Groups are kept small (6 or less)</li> <li>• High quality teaching is involved</li> <li>• Learning objectives are tailored to the needs of the group and individuals to ensure that gaps in learning are addressed.</li> </ul>	TAs to report back on the impact of their intervention in addressing learning gaps. Teachers to report on progress towards year group expectations. Math subject leader to analyse impact of this on increasing the percentage of pupils meeting year group expectations.	TA 2 time 1 hour per day per class £21,000 Purchase Numicon resources £800	June 2019
Pupils to be able to control their emotions more as evidenced by less outbursts in school.  Children to thrive on success but also to be able to analyse failure and learn from mistakes. Children's stamina during assessment to increase (which will impact on attainment).	Mentoring in school for pupils who struggle to come to terms with their mistakes or the mistakes of others TA3 to provide support such as 'Volcano in my tummy' and self-esteem work Interventions for pupils requiring support with social skills/precision of language/turn taking, e.g. Lego therapy	The Sutton Trust research demonstrates that Social and Emotional Learning has a high impact on improving educational outcomes for pupils. When planning these activities it is important that Skills should be taught purposefully and explicitly linked to direct learning in schools, encouraging pupils to apply the skills they learn. This approach is most effective because it is supported by the whole school ethos and the behavioural policy at St Leonard's.	SLT to monitor the impact of this through behaviour records. SLT to monitor academic progress for pupils who are in this risk group.	£4,000	June 2019
<b>Total budgeted cost</b>					<b>£51,880</b>

### iii. Other approaches

<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>Cost and Staff lead</b>	<b>When will you review implementation?</b>
To increase pupil's range of vocabulary and ability to use vocabulary appropriately. Children to be able to establish overall themes and concepts from a stimulus. Children to be able to establish their own point of view and give reasons/evidence to support their views. Children to listen carefully to the opinions and others	Teachers to deliver P4C at least 4 times each half term. Provide training for TAs in P4C so they can effectively monitor sessions to evaluate against the 4Cs as well as ensuring all pupils are verbally contributing. 2 teachers trained to level 3.	Research from the Educational Endowment Trust demonstrates high impact of work which involves a 'metacognition and self-regulation' approach and P4C is listed as such an approach. This approach is shown to result in 8 months additional progress for pupils during a year.	Involvement in NFER project which includes support from P4C consultant. Appoint a P4C leader and a P4C governor.	S Halsey £1,600 for the project	July 2020

and be able to build on these views.					
High percentages of PP children accessing extra-curricular or out-of-school provision and representing the school in teams High numbers of pupils attending the graduation ceremony	Involvement in Children's University for pupils to encourage them to take part in extra-curricular activity and develop aspirations for university	EEF research demonstrates that this scheme can improve maths and English by an additional 2 months progress. The success of the scheme is linked to the quality of the activities on offer but these are moderated by the CU partnership to ensure continued success.	CU co-ordinator to feedback to the SLT about the percentage of PP children engaged in this provision.	£1020 for joining the scheme and passports	July 2020
High percentages of PP children accessing extra-curricular provision and representing the school in teams Extra-curricular provision to include opportunities for pupils to complete homework activities.	Provision of a wide range of extra-curricular provision. Ensure that a high percentage of PP pupils access this provision.	Over the past few years these activities have demonstrated that they fully engage children and support their enthusiasm for school and therefore have a positive impact on attendance. High numbers of PP children (particularly at EYFS or KS1 where adult support is usually required) do not have opportunities to complete homework at home. This effects their self-esteem and involvement in lessons which build on these activities.	PP Co to analyse the percentage of PP children attending clubs and ensure all have access to clubs.	£5,000	June 2020
<b>Total budgeted cost</b>				<b>£7,620</b>	

6 Review of expenditure				
Previous Academic Year		2018/19		
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
To improve mental recall of number bonds and times tables	To use Times tables Rockstars to raise enthusiasm and engagement in learning number bonds and times tables. Pupils to be closely monitored on their recall of specific tables with regular reviews of previously learnt tables.	Pupils are increasing their accuracy of recall of timestables and number bonds. Over 70% of all pupils are working within year group expectations in this area, rising to over 80% in years 2 and 3.	Staff must continue to use regular low stakes testing of these number facts to enable pupils to embed these in their long term memories. Maths and Computing leads to continue to keep staff up to date with other apps and resources which are available.	£160
Increased percentages of PP children achieving year group expectations in writing. Quality of writing for PP children in foundation subjects reflects quality of writing in Literacy.	TA support in foundation subjects to model high quality discussions and use of appropriate vocabulary in these subjects. These TAs to support the teacher in ensuring all pupils have high quality feedback about the quality of their work in relation to strict success criteria throughout the lesson. (Teacher or TA to support pupils via guided writing sessions in foundation subjects). Provision of fine motor/handwriting and phonics/wordfirst/GPS interventions as identified by the classteacher.	PP pupils have higher attainment than Non-PP pupils in writing in Year 3 and similar attainment in Year 4. Attainment in writing for PP pupils is below non-PP pupils in both Year 5 and 6. However, year 6 PP pupils demonstrate greater progress than non PP pupils (1.7 against 0.8).	Continue to provide high quality support for PP pupils when writing across the curriculum. Ensure each child has clear writing standards (grammar, presentation, spelling and punctuation) which they are expected to maintain in all subjects. TA to keep a Day book of interventions with clear evaluations on the impact each term.  All pupils pupils need clear writing expectations and regular prompts to maintain these.	£21,000

<p>Pupil's to participate in a wider range of opportunities. Increased aspiration to achieve success in the arts.</p>	<p>Enhanced resources for history day, Visits to a place of worship, visits from a person of another faith, specialist singing teacher for the choir, whole school pantomime performance, play in a day for Year 5 pupils</p>	<p>Pupils have benefitted from a range of experiences this year that have increased their cultural capital. These have included a high quality whole school pantomime, a science day, visits from farm animals, a year 5 visit to the Christian Resources exhibition (including a visit on the Compassion bus with 'A day in the life of' experience) and KS2 visit to experience the beach. Year 6 pupils benefitted from the expertise of a Muslim parent who shared elements of her faith during two visits to school: Hajj and 'Who was Jesus?'</p>	<p>Continue to ensure that pupils have a wide range of opportunities. Explore the possibility of local charities supporting pupils on low income for residential trips.</p>	<p>£4,000</p>
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## 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
<p>Accelerated progress for pupils receiving S&amp;L intervention so that their expressive and understanding skills move inline with age-related expectations. Pupils in EYFS and KS1 are able to speak more clearly, positively impacting on their reading and writing work. Progress in CLL, Reading and Writing is at least good and in many cases outstanding for these children.</p>	<p>Purchase WellComm assessment. SENCo to support classteachers in creating effective interventions plans for these children. TA to deliver intervention.</p>	<p>The gap between attainment for Pupil Premium and Non-Premium pupils in Communication and Language and Literacy is narrowing (17.3% and 6.4% respectively). Only 8.3% of PP pupils were on track to achieve ELG in Communication and Language on entry but high quality teaching and successful intervention resulted in 66.7% of these pupils achieving this goal. In Literacy 8.3% PP pupils were on track on entry and this increased to 50%.</p>	<p>More training in how to use Well Comm assessments effectively to enable more specific use of the Well Comm assessment data to be used to impact on the underlying understanding of these pupils.</p>	<p>Purchase of WellComm assessment £300 SENCo time to support staff in creating effective intervention plans Training for TAs</p>
<p>Increased percentage of pupils meeting typical age-related criteria and achieving a Good Level of Development by the end of Reception (from a 17% baseline in Dec 18).</p>	<p>High levels of support in Nursery and Reception to include full time TA 2 support for the Reception class to deliver interventions to individual children: PSE</p> <ul style="list-style-type: none"> <li>- Additional play support</li> <li>- Use of social stories</li> <li>- Small group work on social skills</li> </ul>	<p>The percentage of pupils on track for a Good Level of Development in December 2018 was 17.4%; this rose to 58.7% by June 2019 demonstrating outstanding progress. Only 8.3% of PP pupils were on track in December 2018 and 25% achieved a Good Level of Development.</p>	<p>Continue to ensure that high levels of adult support are used to ensure high quality teaching and specific use of adult intervention to accelerate progress, particularly for PP pupils.</p>	<p>£13,200</p>

	<p>PD</p> <ul style="list-style-type: none"> <li>- Dressing and undressing</li> <li>- Toilet training</li> <li>- Hygiene and health awareness</li> </ul> <p>CLL</p> <ul style="list-style-type: none"> <li>- Assessment of S&amp;L skills using WellComm</li> </ul> <p>S&amp;L intervention to address needs identified</p>			
<p>Accelerated progress for PP children in reading. Increased numbers of PP children reaching year group expectations. Reading records demonstrate that these pupils are accessing a wide range of books.</p>	<p>TA support in classrooms to ensure that all PP children read individually at least 3 times per week.</p> <p>Use of volunteers to hear these pupils read regularly.</p>	<p>With exception of one year group, internal data demonstrates the percentage of PP pupils achieving year group expectations is increasing. Evidence suggests that good progress is being made in the mechanical reading skills with pupils confidently able to read in front of others and increasing in fluency. The skills which require further development are effective recall of details from the text and inferring things from the text. This requires pupils to read more widely and stretch themselves with the quality and range of literature they read.</p>	<p>Although high levels of PP pupils are making at least expected progress and for many accelerated progress in reading, the gap is not narrowing in all year groups. On closer examination the pupils not making expected progress are those who have experienced Adverse Experiences during the year. Although the school is already working hard to ensure trauma interventions are in place this work needs to include use of Emotion Works resources to give pupils the vocabulary to talk about how they feel and understand how this is impacting on their achievement. With regard to reading staff need to ensure incentives and encouragement is in place to ensure that they are reading good quality literature, both in and out of school.</p>	<p>£10,600</p>
<p>Accelerated progress for PP children in mathematics. Increased numbers of PP children reaching year group expectations. Question level analysis demonstrating increased accuracy in arithmetic for this group.</p>	<p>Maths co-ordinator to provide training for TAs in effective use of Breaking Barriers and Big Ideas. TA2 time to deliver planned support in mathematics to ensure that pupils develop confidence in place value and have a secure knowledge of number facts (Interventions in small groups 30 mins at least 3x per week) Maths co-ordinator to review impact of the intervention.</p>		<p>School to purchase Numicon resources to give children practical resources to build understanding of place value and knowledge of number bonds. Maths subject leader to ensure all staff are confident at using the Numicon resources.</p>	<p>TA 2 time 1 hour per day per class £21,000 Purchase Breaking Barriers/Big Ideas for high quality specific resources £500</p>

<p>Pupils to be able to control their emotions more as evidenced by less outbursts in school.</p> <p>Children to thrive on success but also to be able to analyse failure and learn from mistakes.</p> <p>Children's stamina during assessment to increase (which will impact on attainment).</p>	<p>Mentoring in school for pupils who struggle to come to terms with their mistakes or the mistakes of others</p> <p>TA3 to provide support such as 'Volcano in my tummy' and self-esteem work</p> <p>Interventions for pupils requiring support with social skills/precision of language/turn taking, e.g. Lego therapy</p>	<p>Monitoring has been particularly successful this year. Interventions have been used where appropriate and have resulted in improvements for pupils with a range of needs including high levels of anxiety, struggling to control anger and lack of self esteem.</p> <p>Peer mentoring has been particularly effective, both with the lower KS2 pupils being mentored and the Upper KS2 pupils who have been mentors. They have developed a heightened understanding of conflict management skills and also of the way in which their behaviour can impact on others.</p>	<p>Continue to use this approach ensuring that staff are effectively trained for each intervention.</p> <p>Next year also introduce mentoring/buddy training for Year 6 pupils.</p>	<p>£2,000</p>
<p><b>iii. Other approaches</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b></p>	<p><b>Lessons learned (and whether you will continue with this approach)</b></p>	<p><b>Cost</b></p>
<p>To increase pupil's range of vocabulary and ability to use vocabulary appropriately.</p> <p>Children to be able to establish overall themes and concepts from a stimulus.</p> <p>Children to be able to establish their own point of view and give reasons/evidence to support their views.</p> <p>Children to listen carefully to the opinions and others and be able to build on these views.</p>	<p>Teachers to deliver P4C at least 4 times each half term.</p> <p>Provide training for TAs in P4C so they can effectively monitor sessions to evaluate against the 4Cs as well as ensuring all pupils are verbally contributing.</p> <p>2 teachers trained to level 3.</p>	<p>The impact of this work is particularly noticeable when discussing issues with pupils: they are much more confident when giving their point of view and are able to back up their opinions with evidence. Pupils in upper KS2 are able to explain why they disagree with a view/opinion and give reasons for their decision.</p> <p>When the responses on the reading paper have been analysed in comparison to 2018, average scores for pupils at St Leonard's had improved in the following strands:</p> <ul style="list-style-type: none"> <li>• Give/explain meaning of words in context</li> <li>• Summarise main ideas from more than one paragraph</li> <li>• Make inferences from the text/explain and justify inferences with evidence from the text</li> <li>• Make comparisons within the text</li> </ul> <p>This demonstrates the impact of P4C on children's understanding of vocabulary and ability to summarise, compare and evidence information/views.</p>	<p>This approach will continue to be embedded in the approach to teaching in all subjects and the techniques will be utilised throughout the school. This year development and training will focus on building this approach into a series and lessons and sharing the approach both with schools who have not used this techniques but also seeking out links with other schools who have already embedded this approach in their practice.</p>	<p>S Halsey £1,600 for the project £1,000 for cover for teachers</p>
<p>High percentages of PP children accessing extra-curricular or out-of-school provision and representing the school in teams</p> <p>High numbers of pupils attending the graduation ceremony</p>	<p>Involvement in Children's University for pupils to encourage them to take part in extra-curricular activity and develop aspirations for university</p>	<p>60 pupils achieved awards in the Children's University this year and they proudly attended the graduation ceremony, wearing their hats and gowns.</p> <p>A higher percentage of these pupils made better progress than their peers with progress of expected or better in R/W/M of 72%/79%/86%</p>	<p>The accelerated progress for students involved in this scheme makes it a cost effective approach to raising standards and raising aspirations.</p> <p>Pupil interviews should be held next year to discover what would encourage more pupil premium pupils to be involved.</p>	<p>£1020 for joining the scheme and passports</p>

		<p>compared to 65%/65%/75% of pupils not part of the University scheme.</p> <p>This high rate of progress was particularly evident in the 14 pupils who were Pupil Premium Pupils where progress was 71%/79%/79% compared to Pupil Premium Pupils not part of the scheme 67%/62%/70%. In writing 43% of these pupils made well above average progress, compared to only 26% of PP pupils not part of the scheme.</p> <p>However, only 14 PP pupils of the 53 PP students in KS2 were involved.</p>	<p>The costing should also include the coach to the celebration event to ensure that all pupils are able to attend.</p>	
<p>High percentages of PP children accessing extra-curricular provision and representing the school in teams</p> <p>Extra-curricular provision to include opportunities for pupils to complete homework activities.</p>	<p>Provision of a wide range of extra-curricular provision.</p> <p>Ensure that a high percentage of PP pupils access this provision.</p>	<p>PP pupils are accessing this provision and it is enabling them to try out a wide range of activities.</p> <p>No specific provision was available for homework activities but pupils are supported with this within classes.</p>	<p>This approach will continue to be used to offer all pupils a wide range of activities.</p>	£5,000
<p>Improved attendance for PP children.</p> <p>All pupils to have eaten breakfast.</p> <p>Breakfast provided for pupils who have not eaten at home.</p>	<p>Contribution to the provision of breakfast club and fit club to ensure that pupils are in school on time and have eaten breakfast and prepared to learn.</p>	<p>Attendance of Pupil Premium children fell below that of non-pupil premium. This was due to particular factors which impacted on the attendance of specific children and these are being addressed.</p> <p>Analysis of attendance at breakfast club demonstrates that this facility no longer impacts on PP pupils as very few attend.</p>	<p>This facility does not impact on PP children and so costs must be reviewed to ensure that this funding is not used in this way.</p>	£4,000