

## 1. Summary information

<b>School</b>	Leighton Academy				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£118,800	<b>Date of most recent PP Review</b>	July 2018
<b>Total number of pupils</b>	547	<b>Number of pupils eligible for PP</b>	90	<b>Date for next internal review of this strategy</b>	Dec 2018

## 2. Current attainment

KS2 2018 attainment PP children

	EXS	Average Scaled score	
Writing	44.4% (8/18)		
Reading	88.9% (16/18)	104.72	
Mathematics	88.9% (16/18)	103.72	
Science	77.8% (14/18)		

Above all pupils attainment

KS2 2018 attainment all pupils

	EXS	Average Scaled score	
Writing	71.7%		
Reading	86.7%	107.2	
Mathematics	86.7%	105.48	
Science	81.7%		

<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>	Oral language and receptive language skills are lower in EYFS for pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years.	
<b>B.</b>	Developing children's emotional well-being.	
<b>C.</b>	Pupils eligible for PP achieving expected standard in writing.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Consistency in approaches to behaviour management between school and home. Supporting parents with their children.	
<b>E.</b>	Increasing the amount and frequency of physical activity of our PP children and members of their family.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve oral language and literacy skills for pupils eligible for PP in EYFS and into KS1. Data will be collated from TP/Boost progress, Reading recovery levels and phonic scores	Pupils in EYFS make accelerated progress so that they meet age related expectations. Pupils in KS1 complete O3 and RR to make accelerated progress by the end of the KS so that pupils eligible for PP meet age related expectations Pupils complete speaking and listening programmes, target SaLT programmes to accelerate learning. Pupil develop reading comprehension skills and extend spoken and written vocabulary to achieve expected standard.
<b>B.</b>	A higher number of pupils are able to self- regulate their emotions enabling them to access all aspects of school life including reaching their potential academically. Number of incidents recorded using the 123 magic spreadsheet and CPOMS	Pupils to use the green room for self regulation. Fewer behaviour incidents are occurring for these pupils. Pupils develop a range of strategies to help them manage with a variety of situations. Parents are supported with behaviour at home.
<b>C.</b>	Improve the number of Pupils eligible for PP making progress from below age related expectations to age related expectations in writing.	Pupils make accelerated progress so that they meet age related expectations inline with other pupils in writing Pupils eligible for PP identified as high ability make comparable progress to "other" pupils. Pupil progress is measured and moderated using assessments, evidence in books (recorded work) and lesson observations
<b>D.</b>	Pupils who are eligible for PP have a consistent approach to behaviour management which influences their outcomes in school and home environment. Families are accessing the academy behaviour management courses	Pupils respond and interact appropriately in all environments Communication between home and school is further developed and cooperative systems are in place.
<b>E.</b>	Pupils who are eligible for PP increase physical activity levels across the academic year.	Pupils attend clubs before during and after school. Pupils complete an hour of exercise a day utilising the whole of the school grounds and staff expertise. Parents and families are encouraged to complete an additional hour exercise per week

5. Planned expenditure					
Academic year		2018/19			
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. Improve oral language in EYFS Increase Reading levels for KS1 pupils	<p>Implementation of intervention programmes to accelerate progress.</p> <p>Staff training in reading support and strategies programme.</p> <p>Parents receive training in supporting their children with reading.</p> <p>A specialist Speech and Language Therapist is employed by the Academy for one day per week.</p> <p>Purchase of Reading eggs licence to support pupils access and frequency in reading.</p>	<p>We want to invest some of the PP in longer term change and training. This will support all pupils now and into the future.</p> <p>The Reading support programme and reading recovery programmes have proven success in accelerating pupil progress</p> <p>Parents feel empowered to support their children with reading and reading frequency increases.</p> <p>Pupils are motivated to read and access a variety of methods to increase their reading frequency and fluency</p>	<p>Courses selected and completed by all EYFS and KS1 staff. Language specialist assessments, review and guidance.</p> <p>Training completed and monitored through assessments of pupil progress</p> <p>Use of parent questionnaire to assess confidence in supporting their children in the reading process.</p>	KS1 Senco	Termly Jan 2019 April 2019 July 2019
B. A higher number of pupils are able to self- regulate their emotions enabling them to access all aspects of school life including reaching their potential academically.	<p>Further development of Tranquil space area.</p> <p>Staff training in emotion coaching, attachment, emotion interventions and emotion circle time. Lead school for Emotional healthy schools pilot stage 2. Additional Educational Psychologist employed to support staff and pupils.</p>	<p>We are investing in staff training to support pupils throughout the day. There will be dedicated intervention programmes delivered by trained staff. The further development of the tranquil space area and the activities available to support pupils. This approach has been developed in partnership with Cheshire East. The provision and development of strategies for target pupils has been developed with the Educational Psychologist from Cheshire East.</p>	<p>Data recorded of behavioural instance are monitored. Progress data of pupils monitored.</p> <p>Entry and exit scores for interventions</p> <p>Learning walks and staff feedback regarding incidents and their confidence in supporting pupils.</p>	KS2 Senco	Termly Jan 201 April 2019 July 2019

<p>C. Improve the number of Pupils eligible for PP making progress to meet expectations to age related expectations.</p>	<p>Staff training in specific vocabulary and writing strategies including comprehension, writing different genres and modelled structures</p> <p>Target writing sessions delivered daily with follow up sessions to monitor learning and address misconceptions.</p>	<p>High ability pupils eligible for PP are making less progress than other high attaining pupils in certain areas of the Academy.</p> <p>We want to ensure that our PP pupils achieve at greater depth and pupils below expected develop the vocabulary and writing skills to accelerate their learning to age related expectations.</p> <p>We will train staff to provide additional content and strategies to enable this. This will be monitored by the literacy coordinator leading specific sessions and the provision of additional bespoke literacy sessions to embed expanding vocabulary.</p>	<p>Data will be recorded via ongoing assessments and staff feedback.</p> <p>Progress will be monitored by the literacy team led by Literacy lead.</p> <p>Use of inset sessions, departmental CPD sessions will cascade staff training across the Academy to ensure progression.</p>	<p>Literacy Lead and Greater depth lead</p>	<p>Termly Jan 2019 April 2019 June 2019</p>
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<b>Total budgeted cost</b>	£47,800
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**ii. Targeted support**

<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>
<p>A. Improve oral language in EYFS</p> <p>Increase Reading levels for KS1 pupils</p> <p>Increase in reading comprehension skills. Pupils are reading more frequently with a greater understanding</p>	<p>1 to3 and small group talk/ partners/ boost programme implemented across EYFS and KS1</p> <p>1 to1 reading support programmes implemented in KS1 including O3 supporting readers and reading recovery</p> <p>Introduction of the SFA wings programme across Year 2 to Year 6</p>	<p>Investment in the provision of specific oral language intervention programmes including Talking partners, Talk Boost and Narrative therapy. Wellcomm activities are utilised and embedded across foundation phase.</p> <p>Investment in a SALT to support identified children and provide additional guidance for staff regarding identified pupils</p> <p>Pupils receiving the 1:1 reading programmes make accelerated progress.</p> <p>Pupils make accelerated progress after using the SFA programme. The programme will be extended to include focus sessions for target pupils.</p>	<p>Progress assessed and recorded (entry and exit scores for intervention programmes)</p> <p>Timetables of interventions and record of sessions with progress recorded through ongoing assessments and half termly assessment by the SEN team.</p> <p>All staff to receive training regarding the SFA materials and the programme. Time is utilised to assess implementation with the SFA link support and dedicated sessions to train and review the programme with staff.</p>	<p>EYFS staff</p> <p>KS1 Senco</p> <p>SFA facilitator</p>	<p>Termly Jan 2019 April 2019 July 2019</p>

<p>B. Pupils develop cooperative learning skills and utilise these to develop their learning.</p> <p>Pupils are able to self-regulate their emotions enabling them to access all aspects of school life including reaching their potential academically.</p>	<p>Staff training in cooperative learning strategies and methods. These are employed in lessons / group and partner work.</p> <p>Green space is available for all to use. Small group emotion coaching sessions Small group emotion circle programmes Educational Psychologists assessment and strategies to support pupils in their environment.</p> <p>Educational Psychologists staff consultation sessions to provide CPD and strategies to support identified pupils.</p>	<p>Pupils will adopt and apply their new skills and strategies to support all aspects of their learning.</p> <p>We are investing in staff training to support pupils throughout the day. There will be dedicated intervention programmes delivered by trained staff. The development of a bespoke area within the Academy to support pupils. This approach has been developed in partnership with Cheshire East.</p> <p>The provision and development of strategies for target pupils has been developed with the Educational Psychologist from Cheshire East.</p>	<p>Pupil interviews and feedback is positive</p> <p>Data recorded of behavioural instance are monitored. Progress data of pupils monitored. Entry and exit scores for interventions Reports from the educational psychologist</p>	<p>KS1 /2 Senco</p>	<p>Termly Jan 2019 April 2019 July 2019</p>
<p>C. Increase the number of PP pupils completing a minimum of one hours physical activity per day</p>	<p>Highly trained staff to deliver activity programmes and support pupils and families to access sessions</p>	<p>Invest in CPD and use of staff skills to provide targeted activity sessions for identified pupils</p>	<p>Timetables of support sessions Ensure time is allocated for assessment and progress recorded through ongoing activity levels and participation rates.</p>	<p>PP lead PE team</p>	<p>Termly Jan 2019 April 2019 July 2019</p>
<b>Total budgeted cost</b>					£66,400
<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>
<p>Pupils who are eligible for PP have a consistent approach to behaviour management which influences their outcomes in school and home environment.</p>	<p>123 magic training for all staff 123 magic behaviour management training course for parents/ carers of PP eligible pupils plus others</p>	<p>Data and evidence from previous courses and schools use of 123 magic will provide continuity of approach for pupils potentially reducing incidents of unwanted behaviour in the home environment and school. Shared approach will increase dialogue and communication between home and school.</p>	<p>Dedicated 123 magic trainer to deliver courses and use of questionnaire and follow up data to assure impact.</p>	<p>KS1 Senco</p>	<p>Termly After completion of each training course.</p>
<b>Total budgeted cost</b>					£4,600

6. Review of expenditure				
Previous Academic Year		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
Improve writing outcomes across the school	Implement the Talk for writing programme across the Academy. Staff training, resources and monitoring plus additional sessions for lead team	Medium: This is ongoing as it is a two year programme. Initial progress and feedback from monitoring has been positive with pupil outcomes improving. Due to the nature of the project the skills, strategies and expertise developed by staff will include other pupils. There is good evidence of vocabulary development across EYFS and oral story telling. This is also evident across the school.	We will continue with the Talk for Writing programme because it is a two year development programme which should support outcomes for all pupils into the future, not just PP eligible. Even though we are three quarters of the way through the initial implementation it will require a longer term to show the true impact from EYFS through the Key Stages.	£47,450
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>Pupils eligible for PP make less progress than others in numeracy between KS1 and KS2. PP children moving towards greater depth in numeracy at KS2</p> <p>Pupils eligible for PP make less progress than others in literacy between EYFS and KS1.</p>	<p>Daily small group target numeracy sessions with follow up activities. We want to focus teaching on specific children and their identified needs to accelerate their progress utilising high quality intervention from highly qualified staff.</p> <p>Intervention programmes including Speaking and listening programmes (both with the language specialist and the trained other staff members). Reading support programmes delivered daily by trained staff.</p>	<p>Strong impact – observed increased progress amongst the target group compared to peers. Measured using in school data and achievement at KS2 SATs. PP sats result 88.9% expected non PP pupils 85.7% Impact for other pupils joining group was positive. Success criteria met. The average scaled score (KS2 sats maths) for PP pupils is 103.72 in maths.</p> <p>Mixed impact but overall successful pupils accelerate progress in speaking and listening scores shown in assessments and classroom observations. Reading programmes accelerate progress with an average 14 levels progress for pupils completing participating in the programmes.</p>	<p>We have continued this approach due to the success. After review, we have increased this provision to include additional sessions and support. We have also introduced focus group numeracy intervention programme for PP and similar pupils in Year 5. A TA has been trained to provide 1:1 and small group support for target PP children in Year 2 which will continue into Year 3. This has proved successful as an additional intervention with pupils making an average of six months progress in a three month period.</p> <p>We have continued this approach due to the success. After review, we have focused this provision with a fifty percent increase in the intervention to include more target pupils. We have identified from the new Reception intake a significant need for SaLT support for new PP pupils therefore the investment in further staff training in delivering SaLT programmes and time from a speech and language therapist.</p>	<p>£66,400</p>
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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
<p>Pupils eligible for PP attend a variety of extra-curricular clubs and events. Percentage of pupils attending clubs to exceed 75%</p> <p>Pupils who are eligible for PP have a consistent approach to behaviour management which influences their outcomes in school and home environment.</p>	<p>Following consultation with pupils, a dedicated after school club for PP pupils was organised and resourced with specialist staff twice per week.</p> <p>123 magic training for all staff 123 magic behaviour management training course for parents/carers of PP eligible pupils plus others</p>	<p>High impact with 80% of pupils eligible for PP attending minimum of 1 club per week. Many pupils attended additional clubs in subsequent terms. Success criteria met.</p> <p>Continued data and evidence from courses and schools use of 123 magic has provided continuity of approach for pupils potentially reducing incidents of unwanted behaviour in the home environment and school. There is a continued demand from parents with the ratio of PP families to non PP families is 3:1 Success criteria met</p>	<p>We will continue with the provision for clubs with consultation of pupils and parents/carers to further develop communication and participation. There is a definite need to link club days so all family members can attend a club on the day. The provision of additional clubs to increase opportunities for attendance is required. This is to include before school clubs.</p> <p>here is a positive need for this support for parents with a waiting list to attend in the Autumn term including which will support six PP children's families.</p>	<p>£4,600</p>

## 7. Additional detail

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

As part of our provision for PP eligible pupils we implement a range of experiences, interventions and assessments to support their learning these include:

Speech and language specialist 1to1 and group sessions and assessments.

Talking partners/boost and narrative therapy

Play therapy

Specialist TA 1to1 and small group interventions

Nessy and IDL cloud software including literacy and numeracy

Meemo working memory intervention

Young writers project

Continuation with existing provisions including specialist teachers and therapists.

Music lessons.

Commando Joe's – to offer team building, resilience, confidence and enjoyment that the children can apply across their lives.

Reading recovery and O3 reading programmes

Kiva

Staff training to deliver intervention programmes

Development of the green room and staffing to support pupils emotionally.