

1. Summary information

School	Leighton Academy				
Academic Year	2019/20	Total PP budget	£88,440	Date of most recent PP Review	July 2019
Total number of pupils	509	Number of pupils eligible for PP	69	Date for next internal review of this strategy	Dec 2019

2. Current attainment

Attainment - Leighton 2018							National 2018		
	Exp	PP Exp	GD	PP GD	Scaled	PP	Exp	GD	Scaled
Read %	87 ^{>8}	79 ^{>12}	30 ^{>9}	21 ^{>14}	107 ^{>2}	105	75		105
Maths %	87 ^{>1}	89 ^{>9}	23 ^{>7}	21 ^{>14}	105 ^{>0}	104	76		104
SPAG %	77 ^{<9}	68 ^{<12}	35 ^{>13}	11 ^{>4}	106 ^{>0}	102	78		106
Write %	72 ^{>1}	47 ^{<20}	10 ^{<4}	5 ^{<2}					
RWM %	67 ^{>5}	42 ^{<25}	10 ^{<4}	5 ^{<2}					

Attainment - Leighton 2019							National 2019		
	Exp	PP Exp	GD	PP GD	Scaled	PP	Exp	GD	Scaled
Read %	72 ^{<15}	87 ^{>8}	10 ^{<20}	7 ^{<14}	102	101	73		104
Maths %	88 ^{>1}	80 ^{<9}	8 ^{<8}	0 ^{<21}	104	102	79		105
SPAG %	85 ^{>8}	60 ^{<8}	12 ^{<23}	6 ^{<5}	104	103	78		106
Write %	78 ^{>6}	80 ^{>33}	12 ^{>2}	6 ^{>1}			79		
RWM %	62 ^{<5}	53 ^{>11}	2 ^{<8}	0 ^{<5}			65		

Summer data 2019

Year	Reading				Writing				Maths			
	PRE	WT	EX	GD	PRE	WT	EX	GD	PRE	WT	EX	GD
Y1 (4)	25	0	75	0	25	25	50	0	0	50	50	0
	11.9	20.3	47.5	20.3	11.9	32.2	44.1	11.9	6.8	32.2	52.5	8.5
Y2 (7)	0	57.1	42.9	0	0	57.1	42.9	0	0	42.9	57.1	0
	5	35	51.7	8.3	5	45	45	5	3.3	36.7	53.3	6.7
Y3 (18)	27.8	22.2	38.9	11.1	27.8	27.8	38.9	5.6	5.6	44.4	38.9	11.1
	8.9	13.3	46.7	31.1	8.9	18.9	48.9	23.3	2.2	21.1	46.7	30
Y4 (14)	13.3	20	40	26.7	13.3	40	46.7	0	13.3	26.7	40	20
	4.8	20.2	40.5	34.5	3.6	34.5	53.6	8.3	4.8	22.6	36.9	35.7
Y5 (13)	0	61.3	23.1	15.4	7.7	61.5	30.8	0	4.8	22.6	36.9	35.7
	1.8	35.1	38.6	24.6	3.5	45.6	40.4	10.5	1.8	42.1	29.8	26.3
Y6 (17)	0	31.3	56.3	12.5	0	18.8	75	6.3	0	18.8	81.3	0
	3.3	16.7	63.3	16.7	0	21.7	66.7	11.7	0	21.4	61.7	16.7

Number of PP children in brackets ()

All children in the year group in red.

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

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

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| A. | 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. | Developing children's emotional well-being. |
| C. | Pupils eligible for PP achieving expected standard in reading and writing. |

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

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| D. | Consistency in approaches to behaviour management between school and home. Supporting parents with their children. |
| E. | Increasing the amount and frequency of physical activity of our PP children and members of their family. |

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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.	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 Improvement of scores on SDQs	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.
C.	Improve the number of Pupils eligible for PP making progress from below age related expectations to age related expectations in reading.	Pupils make accelerated progress so that they meet age related expectations inline with other pupils in reading Pupils eligible for PP identified as high ability make comparable progress to "other" pupils. Pupil progress is measured and moderated using assessments, evidence in pupil interviews, questionnaires, books (recorded work) and lesson observations
D.	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.
E.	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		2019/20			
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?	Staff lead	When will you review implementation?

<p>A. Improve oral language in EYFS Increase Reading levels for KS1 pupils</p>	<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>Purchase of Reading eggs licence to support pupils access and frequency in reading.</p> <p>A specialist Speech and Language Therapist is employed by the Academy for one day per week.</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>Pupils are accessing Speech and Language therapy support earlier and programmes are implemented quicker. The delay between SaLT referral to assessment and start of the sessions is reduced due to pre-assessment in the setting and programme devised and staff CPD by Speech and Language therapist.</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> <p>Pupils receiving SaLT support is increased and programmes are updated more frequently. Pupil progress monitored</p>	<p>Assistant Head of School</p>	<p>Termly Jan 2020 April 2020 July 2020</p>
<p>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>	<p>Further development of Green room 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>Use of Play therapy and animal assisted therapy programmes to support pupils to help them manage their emotions.</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 green room and the activities available 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>Pupils will develop strategies to self –regulate and share their thoughts and worries improving their well-being. This will enable them to focus more on their learning</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> <p>Feedback from therapists. Reports from therapists and SDQ scores improved. Learning walks and staff feedback regarding incidents and their confidence in supporting pupils.</p>	<p>Assistant Head of School</p> <p>Pastoral and welfare manager</p>	<p>Termly Jan 2020 April 2020 July 2020</p>

<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 reading 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>Target reading sessions delivered daily focusing on understanding and reading for pleasure. Guided reading and individual reading programmes.</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, reading 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 reading and writing sessions to embed expanding vocabulary.</p> <p>Staff training to support reading strategies and develop comprehension. Reading is embedded across the day celebrated and positive role models with staff reading and shared reading each day. This was identified from pupil questionnaires.</p> <p>Parent reading sessions and book swaps to further foster a love of reading by pupils and extend the range of books available to pupils.</p> <p>PP pupils will have access to the reading eggs programme to further foster reading and this will be accessed both in school and at home to promote shared reading.</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 Assistant Head of School</p>	<p>Termly Jan 2020 April 2020 June 2020</p>
Total budgeted cost					£39,800
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?

<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>Use of the SFA wings programme across Year 2 to Year 6 Reading Eggs programme</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>Target pupils receive additional small group guided reading support and comprehension sessions.</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>Reading Eggs programme is accessible to stimulate reading using other materials</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>Assistant head of school</p> <p>Literacy Lead</p> <p>SFA facilitator</p>	<p>Termly Jan 2020 April 2020 July 2020</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 room 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>Play therapy and animal assisted therapy sessions</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>Pupils will be able to self –regulate and improve well being. Feedback from pupils illustrated that the sessions enabled them to make the right choices and access activities both in class and outside class more successfully</p>	<p>Pupil interviews and feedback is positive</p> <p>Data recorded of behavioural instances are monitored. Progress data of pupils monitored. Entry and exit scores for interventions Reports from the educational psychologist</p> <p>Entry and exit data from programmes, Pupil voice and discussion. Feedback and reports from therapists. Staff feedback and progress academically.</p>	<p>Assistant head of School</p> <p>Welfare and pastoral manager</p> <p>Cared for Lead</p>	<p>Termly Jan 2020 April 2020 July 2020</p>

C.Increase the number of PP pupils completing more than one hour physical activity per day	Highly trained staff to deliver activity programmes and support pupils and families to access sessions Marathon kids implementation. Activity programme and area allocation to develop involvement in a range of activities throughout the week.	Invest in CPD and use of staff skills to provide target activity sessions for identified pupils The range of clubs and activities will enable all to explore and develop further skills which will allow them to participate and find new interest activities. Marathon kids sessions before school will increase family involvement and shared participation.	Timetables of support sessions Ensure time is allocated for assessment and progress recorded through ongoing activity levels and participation rates. Clubs and areas for specific activities will increase participation. Staff will monitor and lead activities. Pupil voice and family feedback will be collected and reviewed. Additional equipment will be purchased in consultation with the pupils and pupils trained to use and lead activities.	PP lead PE team	Termly Jan 2020 April 2020 July 2020
Total budgeted cost					£44,640
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?
Pupils who are eligible for PP have a consistent approach to behaviour management which influences their outcomes in school and home environment.	123 magic training for all staff 123 magic behaviour management training course for parents/ carers of PP eligible pupils plus others	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.	Dedicated 123 magic trainer to deliver courses and use of questionnaire and follow up data to assure impact.	Assistant head of school	Termly After completion of each training course.
Total budgeted cost					£4,000

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
<p>Improve writing outcomes across the school</p> <p>Improve oral language in EYFS</p> <p>Increase Reading levels for KS1 pupils</p>	<p>Implement the Talk for writing programme across the Academy. Staff training, resources and monitoring plus additional sessions for lead team</p> <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>Strong impact: 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.</p> <p>Medium; Pupil voice has shown that pupils enjoy reading . Intervention programmes have received some success and the new guided reading approach has become embedded but the progress has not accelerated pupils attainment across the school. Intervention programmes in year three proved very successful for the majority of PP children. The group sessions have impacted positively on PP and other pupils and they will continue.</p> <p>Medium; The speech therapist support did not begin until late into the spring term. There has already been an increase in pupil attendance at SaLT sessions and the CPD for staff to support pupils has increased.</p>	<p>We will continue with the Talk for Writing programme because it is a progressive programme which has now been embedded. 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. This programme is to continue and the focus group support for greater depth writing opportunities to continue. This has proved very successful with the KS2 sats scores showing an increase of 12% in attainment and exceeding the expected score of all pupils</p> <p>Ensure intervention programmes are shared and training for new staff will continue to support pupils effectively. Increase the frequency of the target sessions for the new academic year. Increase parental involvement through shared reading sessions. Parents involvement has improved and regular drop in support sessions with parents are to increase towards flexible daily availability of staff. Also the use of the Arbor system to celebrate successes.</p> <p>This is to continue and the use of the pre referral system will allow additional support for our pupils.</p> <p>There will be further investment in power maths across the academy. There will be continued and additional focus on reading for the 2019-20 academic year.</p>	£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>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>	<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>High; The tranquil space is accessed each day and staff have received a variety of training sessions to support pupils.</p> <p>High; The staff are supporting pupils well however there has been a need for increased support programmes for some of the pupils.</p> <p>High The Educational Psychologist sessions have provided focused programmes of support for some pupils and staff have reported that these have been extremely valuable.</p> <p>High Staff training and work with other agencies has enabled some of our pupils to access increased support which has had a very positive impact on their ability to access the curriculum and develop strategies to self –regulate.</p>	<p>We have continued this approach due to the success. There has also been a need for additional support programmes including play and animal assisted therapy. Staff training is to continue and the further investment in resources and support programmes to assist pupils to self – regulate.</p> <p>The importance of ensuring that there is a range of areas available for pupils to access throughout the day and the staff are available to support pupils.</p>	<p>£66,400</p>
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<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</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>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: The continued use of the programme is effective and the feedback from parents is positive. Regular refresher sessions for staff and training for new staff is completed. Parents continue to access the training and support systems involved with this. This has proved successful for all pupils.</p>	<p>This is to be continued with regular parent training and staff refresher sessions.</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

Play therapy

Animal assisted therapy

Staff training to deliver intervention programmes

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