

## 1. Summary information

<b>School</b>	Leighton Academy				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£118,800	<b>Date of most recent PP Review</b>	July 2017
<b>Total number of pupils</b>	579	<b>Number of pupils eligible for PP</b>	90	<b>Date for next internal review of this strategy</b>	Dec 2017

## 2. Current attainment

KS2 attainment PP without sen 2016-17

	Other [A D F P]	BLW [P Scales]	PKF	PKE	PKG	WTS or HNM	EXS	GDS	EXS+GDS
Writing					20.0% [2/10]		70.0% [7/10]	10.0% [1/10]	80.0% [8/10]
Reading							100.0% [10/10]		100.0% [10/10]
Mathematics						10.0% [1/10]	90.0% [9/10]		90.0% [9/10]
Science						20.0% [2/10]	80.0% [8/10]		80.0% [8/10]

Above all pupils attainment

KS2 attainment all pupils

	Other [A D F P]	BLW [P Scales]	PKF	PKE	PKG	WTS or HNM	EXS	GDS	EXS+GDS
Writing				8.6% [5/58]	20.7% [12/58]		56.9% [33/58]	13.8% [8/58]	70.7% [41/58]
Reading						10.3% [6/58]	89.7% [52/58]		89.7% [52/58]
Mathematics						10.3% [6/58]	89.7% [52/58]		89.7% [52/58]
Science						22.4% [13/58]	77.6% [45/58]		77.6% [45/58]

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### 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)*

<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 making progress to greater depth in Numeracy

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

<b>D.</b>	Consistency in approaches to behaviour management between school and home. Supporting parents with their children.
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### 4. Desired outcomes

	<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
<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.	Pupils to use the tranquil space 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.
<b>C.</b>	Improve the number of Pupils eligible for PP making progress to greater depth in Numeracy and those below age related expectations to age related expectations.	Pupils make accelerated progress so that they meet age related expectations and make progress to greater depth in Numeracy. 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.	Pupils respond and interact appropriately in all environments Communication between home and school is further developed and cooperative systems are in place.

## 5. Planned expenditure

Academic year

2017/18

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>All staff trained in ELKLAN speaking and listening programme</p> <p>Implementation of intervention programmes to accelerate progress.</p> <p>Staff training in reading support and strategies programme</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 staff training in the ELKLAN language programme will enhance teachers expertise to develop children in the target departments.</p> <p>The Reading support programme and reading recovery programmes have proven success in accelerating pupil progress</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>	KS1 Senco	<p>Termly Jan 2017 April 2017 July 2017</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>Development of Tranquil space area. 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 development of a bespoke area within the Academy 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. Entry and exit scores for interventions</p>	KS2 Senco	<p>Termly Jan 2017 April 2017 July 2017</p>

<p>C. Improve the number of Pupils eligible for PP making progress to greater depth in Numeracy and those below age related expectations to age related expectations.</p>	<p>Staff training in specific maths strategies including bar modelling, Singapore maths and extended numicon training.</p> <p>Target maths 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. We want to ensure that our PP pupils achieve at greater depth.</p> <p>We will train staff to provide additional content and strategies to enable this. This will be monitored by the numeracy coordinator leading specific sessions and the provision of additional bespoke maths sessions addressing misconceptions.</p>	<p>Data will be recorded via ongoing assessments and staff feedback. Progress will be monitored by the numeracy team led by Numeracy lead.</p> <p>Use of inset sessions, departmental CPD sessions will cascade staff training across the Academy to ensure progression.</p>	<p>Numeracy Lead and Greater depth lead</p>	<p>Termly Jan 2017 April 2017 June 2017</p>
<b>Total budgeted cost</b>					£47,800
<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>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>1to3 and small group talk/ partners/ boost programme implemented across EYFS and KS1</p> <p>1to1 reading support programmes implemented in KS1 including O3 supporting readers and reading recovery</p>	<p>Investment in the provision of specific oral language intervention programmes including Talking partners, Talk Boost and Narrative therapy.</p> <p>Investment in a SALT to support identified children and provide additional guidance for staff regarding identified 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>EYFS staff</p> <p>KS1 Senco</p>	<p>Termly Jan 2017 April 2017 July 2017</p>
<p>B. pupils are able to self-regulate their emotions enabling them to access all aspects of school life including reaching their potential academically.</p>	<p>Tranquil are available for all to use.</p> <p>Small group emotion coaching sessions</p> <p>Small group emotion circle programmes</p> <p>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>We are investing in staff training to support pupils throughout the day.</p> <p>There will be dedicated intervention programmes delivered by trained staff. The development of a bespoke area within the Academy to support pupils.</p> <p>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>Data recorded of behavioural instance are monitored. Progress data of pupils monitored.</p> <p>Entry and exit scores for interventions</p> <p>Reports from the educational psychologist</p>	<p>KS2 Senco</p>	<p>Termly Jan 2017 April 2017 July 2017</p>

C.Increase the number of PP pupils achieving at a greater depth in numeracy in KS2	Highly trained staff to deliver maths curriculum in Y6 utilising additional training to extend pupils learning.	Invest in CPD and use of staff skills to provide target numeracy sessions for identified pupils Follow up sessions to address misconceptions effective from previous groups data scores.	Timetables of support sessions Ensure time is allocated for assessment and progress recorded through ongoing assessments and termly assessment	Numeracy lead Greater depth lead Assessment team	Termly Jan 2017 April 2017 July 2017
<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>
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.	KS1 Senco	Termly After completion of each training course.
<b>Total budgeted cost</b>					£4,600

6. Review of expenditure				
Previous Academic Year		2016/17		
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.	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.	£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.</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 form highly qualified staff.</p>	<p>Mixed impact – observed increased progress amongst the target group compared to peers. Measured using in school data and achievement at KS2 SATs. Impact for other pupils joining group was positive. Success criteria met.</p>	<p>We have continued this approach due to the success. After review, we have increased this provision to include additional sessions and support.</p>	<p>£63,950</p>
<p>Pupils eligible for PP make less progress than others in literacy between EYFS and KS1.</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>Mixed impact but overall very successful pupils accelerate progress in speaking and listening scores shown in assessments and classroom observations. Reading programmes accelerate progress with an average 13 levels progress for pupils completing participating in the programmes. (This includes data for pupils who are partway through the programme).</p>	<p>We have continued this approach due to the success. After review, we have focused this provision to also include additional sessions and support in guided/ group reading.</p>	

**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>Pupils eligible for PP attend a variety of extra-curricular clubs and events. Percentage of pupils attending clubs to exceed 75%</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>High impact with 78% 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>We will continue with this provision for clubs with consultation of pupils and parents/carers to further develop communication and participation.</p>	<p>£7,400</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 and narrative therapy

Animal assisted therapy and play therapy

Specialist TA 1to1 and small group interventions

Nessy and IDL cloud software

Meemo working memory intervention

Our world project group

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.