

1. Summary information					
School	Leyburn Primary School				
Academic Year	2017-18	Total PP budget	31,880	Date of most recent PP Review	Sept 17
Total number of pupils	216	Number of pupils eligible for PP	31 (14%)	Date for next internal review of this strategy	Sept 18

2. Current attainment at the end of KS2		
	<i>Pupils eligible for PP (your school) 4 pupils</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving the expected standard in reading, writing & maths	25%	61%
Reading progress measure from KS1 to KS2	-3.47	-0.7
Writing progress measure from KS1 to KS2	-2.1	-0.3
Maths progress measure from KS1 to KS2	-1.44	-0.5

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Poor communication and language skills on entry to EYFS could potentially affect pupils' ability to reach end of year expectations.
B.	Low self-esteem and SEMH could affect attainment and progress rates and affect transition to the next key stage.
C.	Limited access to resources for reading for pleasure could potentially affect their motivation resulting in lack of continued progress.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Limited access to extra-curricular activities

<b>4. Desired outcomes</b>		<b>Success criteria</b>
<b>A.</b>	Communication and language skills are significantly improved during EYFS	Pupils eligible for PPG in EYFS make rapid progress by the end of their time in EYFS so that most pupils eligible for PPG are at expected at the end of EYFS.
<b>B.</b>	Improved SEMH, skills and attitudes to learning for all pupils, including those eligible for PPG	Enhanced pastoral support from specialist training received  'Strength & difficulties' questionnaire data.  Increase in self-esteem for pupils, shown in pastoral records and pupil attitude.  Improved attendance for pupils with SEMH in receipt of PPG and other pupils shown in attendance data.  Transition to next key stage is effective and smooth, shown in pastoral records and pupil attitudes.
<b>C.</b>	Improved resources for reading for pleasure, including access to library areas, high quality texts and extra-curricular activities. Increased enjoyment in reading for all pupils, including those eligible for PPG.	Increased enjoyment shown in pupil attitudes to reading and pupil conferencing/monitoring.  Reading data will continue to improve across the school
<b>D.</b>	Increased extra-curricular opportunities for pupils eligible for PPG	Pupils eligible for PPG will have increased number of opportunities to attend after school provision, including after school clubs, school trips including residential trips and other extra-curricular opportunities that may arise throughout the year.

## 5. Planned expenditure

Academic year

2017/2018

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?
Communication and language skills are significantly improved during EYFS	Working with Early Excellence to improve staff's expertise in supporting CLL in areas of provision.	<p>The Education Endowment Fund, Early Years toolkit states that communication, language and literacy approaches have high impact for very low cost, based on extensive evidence. In addition to this: <b>'Some types of communication and language approaches appear, on average, to be more effective than others. There is consistent evidence that reading to young children, and encouraging them to answer questions and talk about the story with a trained adult, is an effective approach.'</b></p> <p>Early Excellence provides high quality training and an audit and monitoring has shown that staff are not fully aware of</p>	EYFS meetings Monitoring Pupil Progress meetings & reports	CD/SB	Termly
Improved SEMH, skills and attitudes to learning for all pupils, including those eligible for PPG	<p>Additional 10 hours TA support for vulnerable pupils in KS1.</p> <p>Additional 27 hours TA support for vulnerable and under achieving pupils in KS2.</p> <p>Both staff will receive training.</p>	<p>To reduce spikes in data in KS1 we need to ensure that children continue to make progress from their starting points in EYFS.</p> <p>Ensuring that same day interventions can be delivered, CTs across the school can work with small groups of LAPs giving targeted support.</p> <p><b>EEF toolkit suggest that targeted interventions matched to specific students can be effective especially for older pupils</b></p>	Key Stage meetings Work scrutiny Monitoring Pupil conferencing Pupil progress meetings	ED/LH	Termly
<b>Total budgeted cost</b>				£22317	

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?
Improved SEMH, skills and attitudes to learning for all pupils, including those eligible for PPG	Attachment/Emotion Coaching Training  ATA with responsibility for pastoral support – targeted support for children with SEMH to improve	Discussion with class teachers and school leaders show that a number of children need support with this to enable them to focus on their learning during teaching sessions. The Education Endowment Fund states: <b>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).Although SEL interventions almost always improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when approaches are embedded into routine educational practices, and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.</b>  <b>The EEF</b> toolkit also suggests supporting children with learning to learn has a positive impact.	Training will be given to all necessary staff. Discussion with pastoral support ATA and records kept Pupil conferencing	SB/CD	Termly
<b>Total budgeted cost</b>					£2,500

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?

Improved resources for reading for pleasure, including access to library areas, high quality texts and extra-curricular activities. Increased enjoyment in reading for all pupils, including those eligible for PPG.	Advice from library consultant  Invest in quality reading for pleasure resources  Improve library areas in school  Visits from authors	We have invested a significant amount of time and money into the teaching of reading and resources for this which has had a positive impact. We now need to build upon this investment in order to improve the resources for reading for pleasure to ensure that the children gain a lifelong love for reading. We strongly believe that all of our pupils should leave our school able to read to learn after learning to read in EYFS and KS1.	Feedback from children through pupil conferencing.  Maintain up to date knowledge of high quality texts	SB/LH	July 2018
Increased extra-curricular opportunities for pupils eligible for PPG	Subsidised places for breakfast and after school club Financial support for families for residential trips, school visits, uniform, equipment	Previous discussions with families and personalised knowledge of our pupils.	Strengths & difficulties questionnaire. Discussions with families, children and CTs to evidence impact across the curriculum.	SB/LH	Termly
<b>Total budgeted cost</b>					<b>£7000</b>

## 6. Review of expenditure

<b>Previous Academic Year</b>				
<b>i. Quality of teaching for all</b>				
<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>

**ii. Targeted support**

<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>

**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>

**Additional detail**

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