# Pupil premium strategy statement

## School overview

| Metric | Data |
|---|---|
| School name | Leyburn Primary School |
| Pupils in school | 220 |
| Proportion of disadvantaged pupils | 22 (10%) |
| Pupil premium allocation this academic year | £26 000 |
| Academic year or years covered by statement | 2018-20 |
| Publish date | November 2019 |
| Review date | September 2020 |
| Statement authorised by | Sarah Beveridge |
| Pupil premium lead | Sarah Beveridge |
| Governor lead | Matt Dilworth |

## Disadvantaged pupil progress scores for last academic year

| Measure | Score |
|---|---|
| Reading | +0.7 |
| Writing | +0.5 |
| Maths | +0.06 |

## Strategy aims for disadvantaged pupils

| Measure | Score |
|---|---|
| Meeting expected standard at KS2 | 50% |
| Achieving high standard at KS2 | 0% |

| Measure | Activity |
|---|---|
| Priority 1 | Improve outcomes and progress in reading primarily, then writing and maths. |
| Priority 2 | Improve learning behaviour and access to wider opportunities. |
| Barriers to learning these priorities address | Aspiration, support and effective interventions. |
| Projected spending | £28000 |

## Teaching priorities for current academic year

| Aim | Target | Target date |
|---|---|---|
| Progress in Reading | All children to make better or expected progress | July 2020 |
| Progress in Writing | All children to make better or expected progress | July 2020 |
| Progress in Mathematics | All children to make better or expected progress | July 2020 |
| Phonics | All children to achieve fluency and pass the phonics screening check. Continue this support into year 2. | June 2020 |

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

## Targeted academic support for current academic year

| Measure | Activity |
|---|---|
| Priority 1 | Target interventions properly and monitor rigorously. The focus on phonics and reading will have targeted resources. |
| Priority 2 | Ensure phonically decodable books and targeted teaching are used in year 2 so that children reach year 3 ready to read challenging texts and to apply this to their own writing. |
| Barriers to learning these priorities address | Financial limitations and staff training |
| Projected spending | £10000 |

## Wider strategies for current academic year

| Measure | Activity |
|---|---|
| Priority 1 | Focus on learning behaviour in KS1 through emotion coaching, matching teaching to pupils' needs and engaging with the wider school community to encourage and motivate pupils. |
| Priority 2 | Support pupils in KS2 at risk of falling behind or who are experiencing difficulties which could place them at risk of falling behind. |
| Barriers to learning these priorities address | Staff expertise, adequate supervision of pastoral support and enough time to target need effectively. |

| Projected spending | £16 000 |
|---|---|

## Monitoring and Implementation

| Area | Challenge | Mitigating action |
|---|---|---|
| Teaching | Staff expertise across EYFS and KS1 | In-house training and support. |
| Targeted support | CPD for support staff | See above |
| Wider strategies | Engagement of wider community | Support from the governing body |

## Review: last year's aims and outcomes

| Aim | Outcome |
|---|---|
| Increased progress in reading from end of EYFS to end of key stage 1.<br><br>Increased progress in writing from end of EYFS to end of KS1 | 100% pass in the phonics screening test<br>Writing and reading – 75% |
| Increased progress in reading from end of KS1to the end of KS2.<br><br>Increased progress in writing from end of KS1 to end of KS2 | Writing improved significantly. Reading was disappointing, although children had made improvements in their fluency. |
| Learning behaviours will improve and pupils will be given strategies and support to deal with social and emotional difficulties. | There has been an improvement in KS2 with fewer incidents and fewer referrals to Early Help. The pastoral intervention from the ATA has had significant impact with a number of pupils. |