



Pupil premium strategy statement for Leavesden Green JMI School and Nursery

1. Summary information					
School	Leavesden Green JMI School and Nursery				
Academic Year	18 19	Total PP budget	£93,720	Date of most recent PP Review	N/A
Total number of pupils	326	Number of pupils eligible for PP	71	Date for next internal review of this strategy	February 19
1. Current attainment					
			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
% achieving in reading, writing and maths			33%	70%	
% making progress in reading			-5.2	0.3	
% making progress in writing			-2.5	0.2	
% making progress in maths			-3.9	0.3	
Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>					
A.	Oral language skills in Nursery and reception are lower for PPG than for other pupils.				
B.	PPG eligible pupils baseline in Reception and Nursery Class is lower than their peers.				
C.	Many of our disadvantaged children have additional SEND or EBD needs				
D.	Some PPG children have experienced one off emotionally damaging events eg bereavement which impact on their ability to learn				
E.	Some PPG children have low self-esteem and low levels of resilience, this impacts on their ability to learn				
F.	Many PPG pupils come from homes that are unable to support a positive reading culture and do not have easy access to quality books and reading environments.				
G.	PPG children do not maintain GDS from EYFS and KS1 into KS2				
H.	PPG have low attendance (below 95%) this reduces their school hours and causes them to fall behind.				
I.	PPG have a high incidence of poor punctuality, this means PPG children find it difficult to settle into their learning				
J.	PPG families have low levels of attendance to school events such as parents consultations and curriculum events				

	<p>Diminish the difference in outcomes between disadvantaged and non-disadvantaged children, with a focus on disadvantaged children without any SEND</p> <p>What is our aim</p>	<p><i>Success criteria</i></p> <p><i>How they will be measured</i></p>
A.	<p>Improve the rate of progress for eligible pupils in EYFS</p>	<p>Pupils eligible for PPG in Foundation Stage make rapid progress from their very low starting points to meet the Communication and Language and Speaking elements of the Early Learning Goal expectations by the end of their Reception year.</p> <p>Pupils eligible for PPG in foundation stage will have the language skills to enable them to achieve GLD at the end of the Reception year.</p> <p>Eligible pupils achieving GLD in 2018 – 25%</p> <p>Eligible pupils achieving GLD in 2019 – above 60%</p>
B.	<p>Ensure that eligible pupils without SEND make as good or better progress as their non PPG peers in EYFS, KS1 and KS2</p>	<p>Attainment should be at least equivalent for PP and non-PP pupils in areas of communication and language (speech and language in particular) and PSED (identified as being key areas for development by current EY staff).</p> <p>Attainment in KS1 and KS2 for PPG is at least as good as non PPG</p>
C.	<p>Children who have experienced emotional trauma make the same or better progress as those children without trauma or PPG.</p> <p>PPG children will be as resilient in their learning as their non PPG peers.</p>	<p>SDQs will show less need for emotional intervention and outcomes for these children, progress will begin to improve because of this.</p>
D.	<p>Improve the progress in reading of PPG children</p>	<p>Non-disadvantaged children without SEND will achieve outcomes inline or better than non-disadvantaged children</p>
E.	<p>Improve attendance of PPG families at parents consultations and curriculum events</p>	<p>All PPG parents will meet the teacher regularly. PPG parents will attend more curriculum events.</p>
F.	<p>Improve the attendance of PPG children in line with their non-PPG peers.</p> <p>PPG children will be punctual</p>	<p>Rigorous monitoring of PPG will ensure that attendance is at least 95% and 100% punctuality</p>

3. 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?
<p>A. Improve the rate of progress for eligible pupils in EYFS</p> <p>B. Improve the rate of progress in maths and English for eligible pupils in KS1 and KS2</p>	<ul style="list-style-type: none"> Improve QFT to ensure that disadvantaged pupils are fully accessing whole-class teaching Where disadvantaged children are underachieving, provide additional QFT Where disadvantaged children are not maintaining GDS from one phase to the next, provide additional QFT identify barriers for underachieving, disadvantaged children and ensure that QFT meets children's needs 	<p>Improving QFT is the most cost-effective approach to enhancing standards</p>	<p>Outcomes monitored against the two PPG reviews completed by Inclusion Expert (Jon Gibson)</p> <p>Monitoring of provision for PPG by DHT frequently via lesson observations, tapestry and pupil voice</p> <p>Review by HfL (Anne Peck)</p> <p>Discussed regularly in phase meetings to ensure that this is rigorously in place Teachers and LSAs trained and supported in the use of barrier maps by SENCo</p>	<p>SENCo to monitor impact of review 1</p> <p>DHT to monitor impact of review 2</p> <p>VL to monitor ongoing impact of review 3</p>	<p>Carried out in Oct 18 and reviewed in Feb 19 and May 19 Carried out in Nov 18 and reviewed in Feb 19 and May 19 Carried out in Jan 19 and reviewed in March 19 and July 19</p> <p>Cost of external reviews £3,000</p> <p>Staffing £27,000</p>
<p>C. Improve the rate of progress for eligible pupils in reading</p>	<ul style="list-style-type: none"> A narrow vocabulary is a barrier to progress for readers particularly with PPG pupils who do not read at home. Vocabulary is a focus for the whole school and is taught explicitly Provide opportunities for reading outside of the class time to compensate for no reading at home. Eligible children offered free breakfast 	<ul style="list-style-type: none"> Many children have a primary or secondary barrier of poor language acquisition. EEF promote language intervention to raise literacy and oracy, particularly for PPG. Eligible parents with poor literacy skills are not able to help their children with reading practice, this can be done in school 	<ul style="list-style-type: none"> INSET training around the importance of vocabulary based on 'Vocabulary gap' Monitored by phase leaders during lesson obs and learning walks, and the quality of vocabulary in writing books Attendance at BC and ASC monitored by the office and impact on children's reading monitored by DHT through data 	<p>Writing lead, phase leaders, DHT</p>	<p>November 18 January 19 March 19 May 19 July 19</p>

	<p>club/afterschool club where they are targeted readers daily</p> <ul style="list-style-type: none"> Eligible families personally invited to reading engagement event with Neil Griffith, crèche provided for younger siblings 	<p>without affecting other learning</p> <ul style="list-style-type: none"> When asked non-attendance was due to child-care issues. Eligible families felt they maybe asked to participate eg read aloud, they needed personal reassurance. 	<p>analysis, those listening to readers to liaise with teachers.</p> <ul style="list-style-type: none"> Office to monitor the attendance of eligible families and report to DHT 		
D. Children with PP and SEN overlap are supported in their learning and make progress which is at least in line with their non-disadvantaged peers.	<ul style="list-style-type: none"> Professional Development focusing QFT and the SEND Code of Practice 	<ul style="list-style-type: none"> The quality of provision for disadvantaged children with SEND needs to improve in the classroom through Quality First Teaching – the most effective provision we can offer 	Individuals assessments show progress in KPIs (not necessarily working at the EXS of year group)	SENCo and DHT	January 19 April 19 July 19

ii. Targetted 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?
A. Improve outcomes in C and L in EYFS	<ul style="list-style-type: none"> Speech and Language LSA to focus on developing language and vocab for children who are not currently working at the expected standard. This is transferred in to the classroom during CHIL 	<ul style="list-style-type: none"> Many children have a primary or secondary barrier of poor language acquisition. EEF promote language intervention to raise literacy and oracy, particularly for PPG. WellComm provides a toolkit for personalising the language support for the individual 	<ul style="list-style-type: none"> WellComm lesson plans shared with Class teachers to ensure transition. This is monitored by EYFS leader in lesson obs and during planning meetings. SLT monitor this and the continuous provision as part of monitoring for QFT 	DHT, Writing Leader, EYFS leader, SENCO	November 18 January 19 March 19 May 19 July 19 Cost £15,720

<p>B. Children who have experienced trauma are supported to make progress which is in line with their non-disadvantaged peers</p>	<ul style="list-style-type: none"> Emotional Support for disadvantaged children with social and emotional difficulties via FSW/ emotional support LSA or play therapist based on need 	<ul style="list-style-type: none"> A high proportion of disadvantaged children with SEND have social and emotional difficulties 	<ul style="list-style-type: none"> FSW to use SDQ to ascertain emotional well being Regular updates with Play therapist 	<p>FSW, SENCO, DHT</p>	<p>November 18 January 19 March 19 May 19 July 19</p> <p>Staffing £35,000 Play Therapy £5,000</p>
<p>C. Eligible pupils in Y6 and Y5 make at least expected progress in maths</p>	<ul style="list-style-type: none"> Third space learning (1-1 internet based maths provision) 	<ul style="list-style-type: none"> Underachieving pupils have gaps in understanding in maths, children have been reluctant to ask for clarity in whole class lessons and have stated that they are more comfortable asking their 1-1 tutor who is working at their pace. The provision is tailored to the individual's needs 	<p>Regular assessments in the programme, regular reports from the programme submitted to class teacher who monitors the transference of skill in their daily maths sessions. SAT tests in the lead up to the KS2 tests will reveal any gaps</p>	<p>Y6 teacher, DHT and SENCO</p>	<p>Reports are accessed weekly by the class teacher and reported during PPM half termly</p> <p>Cost Third space learning £8,000</p>
<p>ii. Other approaches</p>					
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>

<p>A. Increased attendance rates for eligible children and improved punctuality</p>	<ul style="list-style-type: none"> Office to call on first day of absence, FSW to provide additional support for parents to enable them to get children to school On return to school provision made to settle into class and 'catch up' Families offered breakfast club as arrival window 	<ul style="list-style-type: none"> NfER concludes that addressing absence is a key step for improving outcomes, if the children are not in school, they cannot learn. Discussion with pupils shows their reluctance to return to school when they have missed a day or 2s learning, routines may have changed. We have observed that some families get their children to school where there is an extended window of time before they are 'late'. 	<p>Weekly attendance meetings to track vulnerable pupils attendance and punctuality</p>	<p>HT, designated admin member, DHT</p>	<p>weekly</p>
<p>B. Increased attendance of families to curriculum events</p>	<ul style="list-style-type: none"> Attendance tracked by admin Parents invited to interview with HT to ascertain barrier eg provide crèche PPG parents individually invited to attend, by teacher/HT/DHT/FSW Incentivising attendance through raffle prizes Weekly coffee mornings advertised and PPG parents invited to attend 	<p>Building relationships with parents has been key to success with parents at Leavesden Green. Parents have stated that they have not attended as they felt it may be too complicated to understand or may not be relevant to them. Some have said they were anxious that they would be asked to contribute – eg read aloud. Parents have demonstrated verbally, through email and occasionally via social media that they have little understanding and therefore belief in the schools strategies to improve teaching and learning.</p>	<p>At parents evening, flyers will be available and given to parents along with conversation around the content of the event. Headteacher/DHT/FSW will explicitly invite eligible parents to relevant events.</p>	<p>HT, designated admin member, DHT and FSW</p>	<p>Before and after events</p>
<p>Total budgeted cost</p>					<p>£93,720</p>

4. Review of expenditure				
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 (rounded up or down to the nearest 1k)
Diminish the difference in outcomes between disadvantaged and non-disadvantaged children, with a focus on disadvantaged children without any SEND	<ul style="list-style-type: none"> Improve QFT to ensure that disadvantaged pupils are fully accessing whole-class teaching; where disadvantaged children are underachieving, provide additional QFT; identify barriers for underachieving, disadvantaged children and ensure that QFT meets children's needs 			Cost of external reviews £3,000 Staffing £27,000 Third space learning £8,000
Children entering our Early Years setting make accelerated progress and the difference between non-PP and PP achieving GLD is diminishing.	<ul style="list-style-type: none"> Speech and Language LSA to focus on developing language and vocab for children who are not currently working at the expected standard. 			£15,720
Children with PP and SEN overlap are supported in their learning and make progress which is at least in line with their non-disadvantaged peers.	<ul style="list-style-type: none"> Professional Development focusing QFT and the SEND Code of Practice Emotional Support for disadvantaged children with social and emotional difficulties 			Staffing £35,000 Play Therapy £5,000

