

Pupil premium strategy statement for Leavesden Green JMI School and Nursery 2019-20



Last Census	September 2019
Total number of pupils on roll (October 2019)	376
Total number of pupils eligible for Pupil Premium Grant (September 2019)	85
Amount of PPG per pupil	£1320
Actual Pupil Premium Grant allocated 19/20	£112,200

What is the Pupil Premium Grant?

The Pupil Premium Grant is additional funding to help schools diminish the attainment gap between children from low-income and other disadvantaged families and their peers. If a child has been eligible for free school meals (FSM) at any point over the past 6 years or has been continuously looked after for at least 6 months (LAC) the school receives an amount per head within their budget. This has risen each year to the current amount of £1320 per pupil. A provision is also made for children who have a parent in the armed services.

Leavesden Green is committed to ensuring maximum progress for all groups of children and strives to close any gaps. We have a clear, strategic approach to the use of specific Pupil Premium funding and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly and in depth data analysis ensures that the correct support and strategies are identified to maximize progress.

Strong leadership systems will ensure that Pupil Premium funding has the necessary impact. This includes a governor having responsibility for Pupil Premium, the leadership team leading the development plan and a coordinated strategic leadership approach to implementing plans. All matters relating to the Pupil Premium will be reported back to the Governors, ensuring that the school is held to account for the impact of spending.

Key Priority:

To raise the attainment of all students in receipt of the Pupil Premium funding. To bring the attainment of those in receipt of the Pupil Premium funding in line with the attainment of their peers nationally.

What do we expect to see?

Targeted additional support strategies which result in every student, however financially disadvantaged, being able to have full access to our curriculum and all our extra-curricular experiences. All students in the target group who are currently underperforming because of the impact of their disadvantaged background will make improved progress leading to narrowing of any attainment gaps nationally.

Barriers to learning:

Leavesden Green children come predominantly from the surrounding neighbourhood and reflect the ethnic diversity of the community we serve. Pupils with English as an Additional Language (EAL 28%) is above the national average. Our pupils may start school with lower than expected attainment and this can be coupled with limited language development and less well developed social skills. They may also have emotional and behavioural needs as well as academic ones that we need to support. Many of our children in receipt of this funding, have multiple vulnerabilities such as SEND (Special Educational Needs or Disability) and EAL also.

Many are also affected by issues taking place outside of school. Every child's circumstance is different but some of the key barriers that impact on this group of children include: parents not prioritising school or speaking positively about school to their children; children not coming to school with the right equipment or resources; lack of routines in the home which support a child's development, for example, poor sleeping habits, high use of technology and screens; not completing home learning or reading at home regularly. One or many of these influencing factors can effect a child's attitude to learning and school.

Approximately 49% of our disadvantaged children have attendance below 95% (2018-19) and over a quarter have attendance below 90%. High levels of absence prevents children from learning effectively. Not being in school regularly can lead a child to have significant gaps in their learning and issues with friendships - both of these can impact negatively on a child's attitude to learning and school.

Many of our disadvantaged children have been exposed to some type of attachment difficulty or a trauma in their younger life. For almost a third of our disadvantaged children, this has led to Social, Emotional or Mental Health difficulties which impact on their learning. These difficulties manifest themselves in a number of ways and are individual for each child. Approximately 39% of our disadvantaged children also have SEND. One third of our disadvantaged children have communication or language difficulties.

Approach:

We are adopting a range of strategies in school to enable the gap to narrow between disadvantaged and non-disadvantaged pupils. Staff awareness of the Pupil Premium funding has been a focus and will continue to be across the year. Individual meetings between Senior leaders (SLT) and all Teachers have taken place and a pre-assessment of children in receipt of Pupil Premium funding has been agreed and recorded. Monitoring will be regular and reactive across the year, having the pupils at the core of any additional decisions or changes. Barriers to learning are identified through teacher assessments, meetings between teachers and SLT and pupil and parent voice. Interventions and provisions may be put in place and if so regularly reviewed to assess impact. A thorough analysis is carried out to ascertain which children would benefit from each strategy we offer and priority is given to pupils in receipt of the Pupil Premium funding. We will constantly monitor the arrival of new pupils and we are working as a team to get to know each child as an individual and build a relationship with the children and their wider family. We recognise that initially, some children will require help to meet social and emotional needs before they are ready to learn and progress academically. We offer play therapy, 1:1 mentors,

small social groups and behavioural support in order to support the individual to succeed. Another strategy will be to work with parents closely to improve attendance so that all children are receiving their core learning as well as engaging in the wider aspects of school life - the opportunity to take part in clubs, trips and residential school journeys, providing a richness of experience. For children with low self-esteem and confidence, completing physical challenges can provide knowledge that they can overcome a number of barriers and make them more willing to persevere and take a challenge in the future.

Action	What does this mean?	Monitored by	Cost from PPG Spending	Success Criteria	Reviewed by	Outcome Actual Impact column
Whole school strategies						
Ensuring High Quality Teaching for all: The EEF 2019 state, 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupil... When it is most effective, the Pupil Premium will sit at the heart of a whole school effort, with all staff understanding the strategy and their role within it.'						
Maths Essentials Training for teachers	Professional development for teachers, including examples of how concrete and pictorial representations can benefit pupils' learning as well as other mastery techniques. Teaching maths for mastery offers all pupils access to the full maths curriculum. This inclusive approach, and its emphasis on promoting multiple methods of solving a problem, builds self-confidence and resilience in pupils.	Maths Leader	£1000	Diminish differences between PPG and non PPG pupils nationally. Raise attainment and achievement in Mathematics so that PPG pupils attain in line with their peers nationally, particularly at the Expected standard and Greater Depth standard.	Maths Leader and SLT	
Senior leader to - monitor the expenditure of the	AHT for Pupil Premium / Behaviour appointed in Sept 2019. Using data	AHT Pupil Premium / Behaviour	Included in overall	Monitor the impact overall consistently with a 'hard data' analysis at least termly	HT and AHT through Pupil progress meetings	

grant -measure its impact on pupil progress -keep up to date with current research related to best practice -deliver masterclasses and staff training sessions related to best practice (FTE 0.4)	analysis and pupil/teacher feedback the AHT will measure the impact of each action regularly and edit/change accordingly. Class teachers will be better informed of how they can support disadvantaged children in their learning using evidence based techniques.		staffing costs	and act accordingly. In class provision will be improved and children will be making progress in line with their peers and some accelerated to reach expected standards for their age.	and termly data analysis	
Targeted academic support -						
8-10 minute groups with the class teacher	Identified children will have an addition 8-10 minutes of teacher support following on from whole class teaching	Class teachers, AHT Teaching and Learning, AHT Pupil Premium, AHT Inclusion and HT	Included in staffing costs	Progress of the children should be accelerated following additional support. Identified children, close any gap towards meeting age related expectations or predictions made for the end of each key stage.	HT and SLT through Pupil progress meetings and termly data analysis	
Small group tuition for targeted pupils in Mathematics in Year 6	Evidence indicates that one to one or small group tuition can be effective, delivering approximately three -five additional months' progress on average. Short, regular sessions over a set period of time (six to twelve weeks) appear to result in optimum impact. (EEF Toolkit)	Small group tutor, Year 5&6 Class Teacher, Maths leader and AHT Pupil Premium	£6000	Target children in small groups will make accelerated progress towards age related expectations.	Year 5/6 teacher, Maths leader, AHT PP, Head teacher	
Well Comm Project in EYFS	Children on entry to EYFS have low levels of communication. Staff are	EYFS Leader, Speech and language LSA	Included in staffing costs	All children in the Early Years will make expected progress and some	EYFS Leader, Head Teacher	

	being trained to deliver a structured programme of Communication and Language. EYFS leader and Speech and language LSA are taking part in a year long project to develop levels of language.			accelerated progress towards age related expectations. A greater percentage of children will achieve expected standard in CL.		
Wider strategies - relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.						
To develop a Nurture Room provision to support the social and emotional needs of pupils struggling to access learning in the classroom. Nurture LSA 1.0 FTE	<p>Pastoral Assistant employed to support PP pupils and develop strategies to remove barriers to learning: social, emotional & behavioural. This will lead to an enhanced level of independence and success in learning.</p> <p>Staff will use a variety of approaches depending on the child's specific needs. For example: Drawing and Talking, Lego and social skills programmes.</p> <p>Some pupils will participate in learning in the new Nurture Room.</p>	AHT Pupil Premium / Behaviour, Pastoral Assistant	Included in staffing costs.	<p>Raised self-confidence and improved behaviour for learning that allows children to participate in lessons and reduces barriers to learning and progress. Number of behavioural incidences in school for target children will be reduced.</p> <p>Pupil voice will show that PP children understand how to be successful in their learning and can talk positively about the support they receive from the pastoral team or Nurture room.</p> <p>The number of fixed term exclusions will be reduced.</p> <p>All pupils receiving support in the Nurture room will be</p>	AHT and HT. Half termly.	

				profiled using the Boxall profile and Strengths and Difficulties Questionnaire and developmental targets will be set.		
Parenting Support Sessions in School	Coffee mornings for parents. Availability of school staff to support parents and families in need. Parenting courses offered.	Family Support Worker, SLT	Included in staffing costs.	Improved parent engagement, parenting capacity and support for families in need. Family worker will track families worked with and monitor outcomes of support.	Family Support Worker, Head teacher	
Breakfast Club provision for identified pupils	Pupils struggling with attendance, lateness or difficulties in their home setting will be invited to attend a school funded breakfast club.	Nurture LSA, Family Support worker	Included in staffing costs.	Pupils will have a soft start to their day, having arrived on time and been able to share breakfast in a comfortable and stable setting. Pupils will be increasingly ready for learning at the start of the school day.	AHT Pupil Premium & Behaviour	
Attendance support: To improve the attendance of PP children to ensure they are in line with their peers	Every two weeks, Senior leader with Office Assistant in charge of attendance reviews attendance of all children. PP lead is made aware of any trends, prolonged absences of PPG children. Text, letters are sent to children that are absent. Meetings are held with the appropriate SL member with	AHT PP Lead, HT, SBM and Office assistant time to review and target specific families on attendance	Included in staffing costs.	Monitor the attendance of PPG children and diminish the difference between attendance of PPG and non PPG by raising the attendance of all groups. Attendance and lateness for targeted pupils will have improved from last year.	HT, AHT to review progress half termly.	

	<p>parents/careers to offer support to ensure their child is in school. All staff discuss at parents evening. Staff raise any concerns with SLT or Office Assistant</p>					
Play therapist	<p>Additional 1:1 emotional support sessions. To support PP pupils and develop strategies to remove barriers to learning: social, emotional & behavioural. This will lead to an enhanced level of independence and success in learning.</p>	AHT Inclusion, AHT Pupil Premium & Behaviour	£6000	<p>Raised self-confidence and improved behaviour for learning that allows children to participate in lessons and reduces barriers to learning and progress. Number of behavioural incidences in class for target children will be reduced.</p>	HT & AHT team termly	
Additional support for families. Family Support worker FTE 1.0	<p>To work with parents to support them with issues in the family home which may affect a child's social, emotional or mental health, issues affecting attendance and to engage parents as much as possible in supporting the work of the school.</p>	Family support worker	Included in staffing costs.	<p>Support families to remove social barriers which have a negative impact on learning. Family worker will track families worked with and monitor outcomes of support.</p>	AHT Pupil Premium & Behaviour	
Curriculum and intervention resources to support	<p>Additional resources to support teaching, learning and assessment.</p>	AHT Pupil Premium	£3472	<p>Provide up-to-date assessment materials that will facilitate regular assessments to define target pupils and target</p>	AHT & HT termly	

disadvantaged pupils.				areas of learning. This will also be used to analyse progress and attainment and monitor the impact of other actions established in this document.		
Enrichment fund.	Additional funding available to parents to support access to enrichment activities e.g. clubs, trips and visits		£1000	PP children are supported to access the enrichment opportunities provided by school.		
Total staffing costs						£94,728
All other costs						£17,472
Total costs						£112,200