

ST THOMAS' LEESFIELD C.E. PRIMARY SCHOOL

'To Be The Best We Can In The Sight Of God'

PUPIL PREMIUM & EVER 6: September 2019- July 2020

65 pupils identified for Pupil Premium funding.

Below is the breakdown of the funding for our PP children.

Over the last three years we have been pleased with the positive impact re our carefully planned spend of this additional money as this funding helps us to break down the barriers for some of our PP children e.g. improve attendance and punctuality , help to build self-confidence, self-esteem, self-belief and to become aspirational. Our children will achieve more of their non-negotiable statements (age-related expectation/BBs – Basic Busters) because of the opportunity for small group work and additional workshops and even 1:1 support...particularly in the areas of reading, writing and maths. Our bought in counsellor will offer private and confidential strategies to those vulnerable children that need/want further guidance and support. All our PP children will be fully equipped and smart and feel that they belong and will have the same additional/extra opportunities as NPP children for 'awe and wonder'.

The 2019/20 funding has been allocated as per below and the positive impact will be constantly reviewed throughout the academic year ...the measurable outcomes of which will be published on our website in August 2020 thus helping school to decide if our reasoning behind each approach is value for money.

<p style="text-align: center;">PLANNED SPEND ALLOCATION For 2019/2020</p>	<p style="text-align: center;">ALLOCATION in £ 2019/2020</p>	<p style="text-align: center;">EVALUATION</p>
<p>Group Tuition Y3,4,5,and 6 Maths, Writing & Building Self Esteem – Extremely experienced UPS3 Teacher (PC). PP children ‘more able’ and PP children ‘Catch up....Emerging to expected Aim’ X8 ch in Y3; x14 ch in Y4; x12 ch in Y5; x11 ch in Y6 Throughout the year 1/2 day per week allocated between the classes/children. End of year data will demonstrate value added/progress/attainment</p>	<p style="text-align: center;">£6245</p>	<p>Experienced UPS3 teacher taught specifically identified non- negotiable statements (in liaison with the year group class teacher) that the ‘catch up’ children had struggled to fully grasp and the ‘more able’ children quickly attained so that they moved rapidly onto ‘deeper learning’ statements. Groups only taught up to March 20th 2020 due to closure of schools – COVID-19.</p> <p>The ‘Fix it/Catch up’ sessions ensured that children’s confidence in their own capabilities dramatically improved under the care, experience, guidance and support from the well-respected class teacher. (Case study file evidence available upon request). It was fantastic to see/hear the children recognising and measuring their individual success and appreciating their efforts and learning from the groups in Y3, 4, 5 and 6. Groups only taught up to March 20th 2020 due to closure of schools – COVID-19. Experienced teacher in the ‘vulnerable’ category so unable to attend school from w/c 23/3/2020.</p> <p>Strategy/Approach - The 45 minutes for a group of 6 children has been developed into a very successful approach...optimum concentration time for each group of identified PP children linked to the non- negotiable statements that each child aimed to achieve. The Y6 children always attended their session at 8:15am-9am so the teaching & learning was always additional to other school learning time. Success measured by number of non-negotiable statements achieved beyond the usual classroom lessons. (see PC file for evidence).</p> <p>In-house cohort data (available on request) also illustrates favourable ‘closing the gap or better’ between PP and NPP children in writing and maths for the ‘Expected’ and ‘Exceeding’ %s. Particular success was achieved in Y6. Data/BBs taught and achieved for each child/group available up until Friday 20th March 2020 when sessions ceased due to the Coronavirus pandemic.</p>
<p>Learning Mentor 5 days per week Supporting Vulnerable Families.</p>	<p style="text-align: center;">£23,715</p>	<p>Our extremely experienced Learning Mentor constantly guided/supported our high expectations re attendance and punctuality. She supported vulnerable families in a caring and practical way. Attendance and punctuality was carefully monitored (daily) to ensure that each and every child achieved as much learning time in school as was possible. All year group attendance figures</p>

<p>Dealing with outside agencies/support when needed, 65 x Ever 6 FSM pupils/families/pastoral care. Headteachers also work alongside the LM on a weekly basis to provide a consistent approach and availability for our PP children and families.</p>		<p>available for whole school from September 2019 to Friday 20th March 2020. After this attendance figures very different due to Coronavirus pandemic and the closure of school from Friday 20th March 2020. Prior to the closure of school, LC (Learning Mentor) Identified individuals causing concern, parents attended Attendance Panel Meetings to agree further positive strategy (case studies available upon request). Vulnerable groups were also tracked and monitored throughout the academic year. In particular PP children % attendance against NPP children was analysed termly with interventions put in place (telephone calls, face-to-face meetings daily). From Monday 23rd March 2020 (first day of school closure apart from Key Worker and Vulnerable children), school worked very hard to ensure all of our children falling under these two categories attended school (see attendance data for the COVID-19 period). The Learning Mentor worked from home (on a rota, plus classed as a 'vulnerable' member of staff – Risk Assessment completed) whilst the Headteachers worked from school on a daily basis. Home visits were also undertaken to ensure the welfare of vulnerable children not attending school (see CPOMS incident logs). School remained 'open' throughout the time with around 30 children attending on a daily basis from March to May 2020. From June 1st 2020, we also welcomed back our Year 1 and Year 6 pupils (partial re-opening of schools) taking our attendance to around 90 children per day – see attendance data/registers from March-July 2020. We continued to have close links with Outside Agencies including Social Care and managed to have all of our Children Looked After and Children In Need in school so that we could monitor their welfare and offer much needed support to the families.</p>
<p>Teacher Assistant (Performance Management Target) Rec – 25% x TA salary (x 8 children) Specific role to ensure PP achievement.</p>	<p>£5854</p>	<p>See in-house data for success with small identified group of children plus Performance Management evidence/data. WF constantly ensuring that the PP children received additional support with specific EY curriculum areas and daily phonics. Careful guided liaison with parents (workshops) re how to continue to support their child's reading. Heads met with WF for interim Performance Management (Feb/March 2020) and at that time, on-track for end of year results. However, due to COVID-19 the work/sessions could not be completed with all the targeted children. Those attending school throughout the pandemic and the subsequent partial re-opening of school did still benefit from the sessions with this member of staff.</p>
<p>Teacher Assistant (Performance Management Target) Y1 – 25% x TA salary (x 8 children) Specific role to ensure PP achievement.</p>	<p>£3605</p>	<p>See in-house data for success with small identified group of children (7 PP children) plus Performance Management evidence/data. NW constantly ensuring that the PP children received additional support with specific age-related objectives (BBs) for Reading, Writing, Maths and daily phonics. Careful guided liaison with parents (workshops) re how to continue to support their child's reading as well as extra 'fix-it' clubs and targeted home learning. However, due to COVID-19 the work/sessions could not be completed with all the targeted children. Those attending school throughout the pandemic and the subsequent partial re-</p>

		opening of school did still benefit from the sessions with this member of staff.
Teacher Assistant (Performance Management Target) Y2 – 25% x TA salary (x 7 children) Specific role to ensure PP achievement.	£5070	See in-house data for success with small identified group of children plus Performance Management evidence/data. SBir constantly ensuring that the PP children received additional support with specific Y2 age-related objectives (BBs). Careful guided liaison with parents (workshops) re how to continue to support their child’s reading as well as additional, daily intervention sessions for reading, writing and maths. However, due to COVID-19 the work/sessions could not be completed with all the targeted children. Those attending school throughout the pandemic and the subsequent partial re-opening of school did still benefit from the sessions with this member of staff.
Teacher Assistant (Performance Management Target) Y3 – 25% x TAs salary – 2 TAs equivalent to 1 TA (x 7 children) Specific role to ensure PP achievement.	£5863	See in-house data for success with small identified group of children plus Performance Management evidence/data. SP/MH constantly ensured that the PP children received additional support with specific Y3 age-related objectives (BBs). Careful guided liaison with parents plus ‘catch-up’ before school sessions. Daily intervention sessions for reading, writing and maths including TT Rockstars. As previously stated, much of the intended outcome could not be achieved due to the Coronavirus pandemic. However, everything ran as intended prior to Lockdown on March 20 th 2020.
Teacher Assistant (Performance Management Target) Y4 – 25% x Trainee Teacher salary (x 7 children) Specific role to ensure PP achievement.	£5938	See in-house data for success with small identified group of children plus Performance Management evidence/data including Teaching standards. NW constantly ensured that the PP children received additional support with specific Y4 age-related objectives (BBs and BB+). Careful guided liaison with parents (workshops) plus ‘catch-up’ before/after school sessions. Daily intervention sessions for reading, writing and maths including TT Rockstars. As previously stated, much of the intended outcome could not be achieved due to the Coronavirus pandemic. However, everything ran as intended prior to Lockdown on March 20 th 2020.
Teacher Assistant (Performance Management Target) Y5 – 50% x TAs salary (x 13 children) Specific role to ensure PP achievement.	£11876	See in-house data for success with small identified group of children (x13) plus Performance Management evidence/data. SPi constantly ensured that the PP children received additional support with specific Y5 age-related objectives (BBs and BB+). Careful guided liaison with parents (workshops) plus ‘catch-up’ before/after school sessions. Daily intervention sessions for reading, writing and maths including TT Rockstars. As previously stated, much of the intended outcome could not be achieved due to the Coronavirus pandemic. However, everything ran as intended prior to Lockdown on March 20 th 2020.
Teacher Assistant (Performance Management Target) Y6 – 50% x TAs salary (x 12 children)	£9518	See in-house data for success with small identified group of children (x11) plus Performance Management evidence/data. AB constantly ensured that the PP children received additional support with specific Y6 age-related objectives (BBs and BB+). Careful guided liaison with

Specific role to ensure PP achievement.		parents (workshops) plus 'catch-up' before/after school sessions. Daily intervention sessions for reading, writing and maths including TT Rockstars. As previously stated, much of the intended outcome could not be achieved due to the Coronavirus pandemic. However, everything ran as intended prior to Lockdown on March 20 th 2020.				
Counselling Service for vulnerable children -Emotional Wellbeing 1 day per week x 38 for approx. 15 children	£5280	Many of our children have been able to access school learning more regularly and with increased confidence and self-belief because of the tailored strategies taught by our bought in counsellor. Identified children typically access 30 mins weekly session x half term. (Anonymised success data available upon request). The counselling sessions continued on a weekly basis up to w/c 23 rd March 2020. The sessions in school did cease at this point due to the Coronavirus pandemic. Our counsellor from 'Off The Record', is classed as 'vulnerable' due to underlying health conditions. We did not accept the offer of 'phone consultations' as this would not have been appropriate for our children who really benefit from one-to-one sessions in person and through lots of play therapy. This is not possible over the telephone.				
Lunchtime Nurture Groups - 11 TAs – 30 mins per day x 38 weeks £12.47 per hour Helping to develop several areas of learning e.g. social communication, speech and language, gross and fine motor skills, physical fitness, phonics development etc	£16549	Identified children given daily support through play and thus improvement and development in many areas e.g. fine and gross motor skills, speech and communication support, specific support re reading/dyslexia, fitness, social stories time etc. See SENCo/Learning Mentor for evidence of barriers being broken....evidence of improved confidence, fitness, improved communication and developing aspiration etc! Additional to the above, the Nurture groups also ensure a calm and safe preparation to after lunch and into afternoon learning time. Lunchtime groups took place from September to March 20 th 2020. After this period, they did not continue in this guise due to the Coronavirus pandemic. However, staff still continued with much smaller groups for the children attending school who needed the support from March-July 2020.				
Y6 Residential - supports the building of confidence and other personal qualities etc.	£1445	Financial support towards the Y6 residential from which the children further built on their confidence and appreciated learning new skills...just outside their comfort zone! (See Y6 teacher to hear individual and specific evidence). This also gave our PP children the opportunity to experience the Oldham Pledge (Essential Life Skills) for Outdoor Adventure which they may not have had the chance of experiencing without this focused PP funding.				
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