

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Leighterton Primary School
Number of pupils in school	93
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	
Pupil premium lead	Meryl Hatfield
Governor / Trustee lead	Phil Nichols

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10965
Recovery premium funding allocation this academic year	£7523
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£18488

# Part A: Pupil premium strategy plan

## Statement of intent

At Leighterton Primary School, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential visits and first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

We will ensure that effective teaching, learning and assessment meet the needs of all pupils through the rigorous analysis of data and knowledge of each child. Class teachers will identify specific intervention and support for individual pupils

which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<i>Closing gaps in learning as a result of covid-19.</i>
2	<i>Language skills in some PP pupils are lower across the school.</i>
3	<i>Written language skills are lower for some PP pupils across the school.</i>
4	<i>Emotional wellbeing: PP pupils facing challenges with emotional wellbeing.</i>
5	<i>SEN: Impact of having SEN on PP pupils, in particular those with complex needs.</i>
6	<i>Provide PP pupils with similar experiences to their peers.</i>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<i>PP children make good or better progress.</i>	<i>Progress is accelerated. Gaps are closed for PP children</i>
<i>PP pupils with SEND make good or better progress</i>	<i>Progress is accelerated. Gap to close between our PP pupils and whole school groups including those pupils with SEND</i>
<i>Emotional wellbeing of PP eligible pupils is supported across the school</i>	<i>Emotional wellbeing of pupils eligible for PP is good across the school and they access learning with their peers</i>
<i>All children access similar opportunities</i>	<i>PP pupils take part in activities along with their peers</i>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 33,171

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Extra teacher employed to reduce class sizes</i>	Fewer children in each class will ensure that each child receives more targeted support in class.	1, 2, 3

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA support offered to targeted pupils</i>	The emotional wellbeing of pupils is supported through bespoke interventions tailored to the child's needs.	4
<i>Teaching assistants employed to deliver interventions for individuals and small groups of children</i>	Small group teaching targeted at pupils' specific needs through bespoke interventions.  Small group tuition is	1, 2, 3, 5

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To provide full access to the wider curriculum by providing first hand</i>	All children have equal opportunities to access all activities offered by Leighterton Primary School so that they access a	6

<i>experiences. PP children to participate fully in aspects of school life; residential trips, outdoor learning, musical tuition, uniform, PE kit and extra-curricular activities.</i>	broad and balanced curriculum.	
--	--------------------------------	--

**Total budgeted cost: £ 40,171**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

Identified Barrier to Learning	How we intend to overcome the barrier	Our measure of success	Impact
Language skills are lower in PPG across the school.	Many PP children at Leighterton have limited life experiences. Opportunities to develop personal interests.	Increased participation in extra-curricular clubs over the year. Opportunities for upper KS2 children to take part in residential visit.  PP children have opportunities to learn to play an instrument.  Opportunities for PP children to learn to swim.	Due to national lockdowns, there were not as many opportunities to participate in extra-curricular clubs, as planned, however, there were some and all children, including PPG children had opportunities to participate.  All KS2 PPG were given the opportunity to learn to play an instrument.  Due to national lockdown, only one swimming session took place and all children from that class, PPG and non PPG, were included.
Behaviour: having a readiness to learn with 'good behaviour for learning' in school, including supporting mental health and personal issues so pupils can access learning in line with their peers.	ELSA will complete training and work with individuals and groups of children.  Additional TA hours have been allocated to provide further support to PPG pupils with a specific reading writing and mathematics focus and staff are trained for this.	Evidence of narrowing the gap.  Children are confident and well-motivated to learn.	ELSA completed training. She worked with some children (PPG and non PPG) but this was limited because of national lockdowns.
Written language skills are lower in PPG across the	Additional TA hours have been allocated to provide further support to PPG pupils with a	Evidence of narrowing the gap.	Extra TA hours were allocated according to the number of PPG children in each class. National lockdown had an impact on the progress of all learners. Extra input for

school.	specific reading writing and mathematics focus and staff are trained for this.		PPG children was given during the lockdown with the teaching team running extra Teams sessions for PPG children.  Laptops were loaned to PPG families who had limited access to devices, to remove barriers to learning.  SIM cards were also distributed.
Attendance amongst PPG is lower.	Ongoing communication with parents.  Attendance certificates.	Attendance for PPG improves and is above 95%.	Attendance for PPG children has improved in comparison to their peers.
Confidence of PPG is lower.	Provide contribution towards school uniform and milk for FSM pupils	Confidence of PPG is built and there is equality of opportunity.	Uniform and school milk has been provided for PPG children.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Children were given extra support from the teaching team to close gaps in learning after the national lockdown. Contributions were made towards music tuition.
What was the impact of that spending on service pupil premium eligible pupils?	Service children made progress that was at least in line with their peers.