

# Pupil premium strategy statement – Leighterton Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	97
Proportion (%) of pupil premium eligible pupils	13.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Meryl Hatfield
Pupil premium lead	Meryl Hatfield
Governor / Trustee lead	Phil Nichols

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,280
Recovery premium funding allocation this academic year	£250
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£10,530

# Part A: Pupil premium strategy plan

## Statement of intent

At Leighterton Primary School, we strive for all of our children to make good progress and achieve high attainment across all subject areas. We target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils, including those who are already high attainers, receive the highest quality of education to enable them to become active, socially responsible citizens of the future.

High quality teaching is integral to our approach, with a focus on the areas where disadvantaged pupils require the most support. This will also benefit the non-disadvantaged pupils at Leighterton Primary School.

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 individual children.

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	Assessments, observations and discussions with pupils indicate lower attainment in reading among many disadvantaged pupils. These are evident in all classes and are more prevalent among our disadvantaged pupils than their peers.
2	Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
3	Our assessments (including the Pupil Wellbeing Survey), observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the Covid 19 pandemic, and to a greater extent than for other pupils. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and maths.
4	Discussions with families indicate that financial barriers sometimes prevent disadvantaged pupils from engaging in extra-curricular and enrichment activities.

## 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
Improved attainment in reading	Assessment, observations and discussions indicate improved reading in both fluency and comprehension among disadvantaged pupils.

Improved mathematics attainment for disadvantaged pupils by the end of KS2	KS2 mathematics outcomes in 2024/2025 show that 100% of disadvantaged pupils meet the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/2025 indicated by discussions with pupils and families.
To achieve and sustain improved participation in enrichment activities, particularly among our disadvantaged pupils.	<p>Sustained high level of engagement by 2024/ 2025 demonstrated by:</p> <ul style="list-style-type: none"> <li>increased participation in clubs particularly among disadvantaged pupils (+93% of disadvantaged pupils).</li> <li>100% of disadvantaged pupils taking part in whole school and class trips and visits alongside their peers.</li> </ul>

## 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: £ 30,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Continue to employ an extra teacher to reduce class sizes.</i>	Fewer children in each class will ensure that each child receives more targeted support in class.	1, 2
<i>CPD for a team member to undertake ELSA training.</i>	Enablement of a team member to support emotional wellbeing of pupils.	3

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

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teaching team members employed to deliver individual and small group reading intervention.</i>	Individual and small group teaching targeted at pupils' specific needs through bespoke intervention.	1, 2, 3
<i>ELSA support offered to targeted pupils.</i>	The emotional wellbeing of pupils is supported through bespoke interventions tailored to the child's needs.	3

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

Budgeted cost: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide full access to the wider curriculum by providing first hand experiences. PPG pupils to participate fully in all aspects of school life; residential trips, outdoor learning, musical tuition, uniform, PE kit and extra-curricular activities.	All children have equal opportunities to access all activities offered by Leighterton Primary School so that they access a broad and balanced curriculum.	3, 4

**Total budgeted cost: £ 34800**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Small numbers of PPG children mean that some children may be identified. In some year groups, including Year 6, there were no PPG children.*

*Closing gaps in learning as a result of covid-19: Teachers have refined the curriculum maps to ensure that all learning objectives have been taught in all classes.*

*Language skills in some PP pupils are lower across the school: Targetted interventions have taken place and PPG children have enjoyed using vocabulary books to collect new words. They have been proud to be able to apply this new vocabulary in their speaking and writing too.*

*Written language skills are lower for some PP pupils across the school: Children have been taught in smaller classes and where there are two year groups in a class, additional teaching assistant support has been provided. PPG children have been targeted for further support and gaps are closing.*

*Emotional wellbeing: PP pupils facing challenges with emotional wellbeing: PPG children who have needed some extra support have been supported by an ELSA.*

*SEN: Impact of having SEN on PP pupils, in particular those with complex needs: Extra support has been given to PPG pupils with SEN. The gaps between these children and their peers are now closing more quickly.*

*Provide PP pupils with similar experiences to their peers: PPG funding has supported PPG children to take part in all activities, alongside their peers.*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> <b>How our service pupil premium allocation was spent last academic year</b>
Children were given extra support from the teaching team to close gaps in their learning.
<b>The impact of that spending on service pupil premium eligible pupils</b>
Service children made progress that was at least in line with their peers.

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*