

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2020 to 2021 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   | Leesons Primary School |
| Number of pupils in school  | 378                    |
| Proportion (%) of pupil premium eligible pupils   | 38%                    |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2024              |
| Date this statement was published   | September 2021         |
| Date on which it will be reviewed   | July 2022              |
| Statement authorised by   | Phill Collins          |
| Pupil premium lead  | Phill Collins          |
| Governor / Trustee lead   | Gulcin Sesli           |

### Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £190,019 |
| Recovery premium funding allocation this academic year  | £19,249  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £114,186 |
| Catch up funding carried forward  | £25,755  |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £349,208 |

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of the challenges they face outside of school, make good progress and achieve their highest attainment across all subject areas. We are a supportive school and are determined that all children are given every opportunity to realise their full potential. With this in mind, we aim to excite children about their learning and motivate them to develop their knowledge and understanding. Alongside this, we recognise the importance of our pupil's well-being and the need for this to be good in order to be 'ready to learn.'

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap whilst benefiting all children in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside disadvantaged pupils.

We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals and so we reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as needing additional support to achieve improved learning outcomes and/or well being.

A designated member of staff has responsibility for Pupil Premium. We have researched and continue to keep updated with best practice and effective strategies to inform decisions about our spending, such as:

- Ensuring that spending is directly linked to closing the gaps in attainment
- Developing our assessment system to identify gaps in learning
- Ensure there is quality first teaching on a day to day basis
- Promote reading through engaging texts
- Developing a nurturing approach to help remove barriers to learning

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Access to the curriculum – all under-achieving groups, in particular those who should be working at Greater depth and ARE       |
| 2                | Access to enrichment activities – educational experiences such as trips, music lessons and participation in physical activities |
| 3                | Attendance – to raise our attendance figures to 96+%  |
| 4                | To improve parental engagement with the school - especially more effective communication regarding information pathways         |
| 5                | White British Boys in receipt of the Pupil Premium Grant, who are low achievers - focusing on Reading in KS1 and SEN pupils     |
| 6                | Aspiration – focusing particularly on higher achieving Pupil Premium pupils   |
| 7                | Behaviour – building the resilience of pupils who have specific social, behavioural and emotional needs                         |

## 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   |
|--|--|
| Quality of Teaching and Learning will be at least good | <p>Pixl to be fully embedded across the school. This is an initiative to share best practice to raise standards and to give pupils a better future and brighter hope. SLT to identify key people to train in the use of Pixl with a particular focus on Year 6.</p> <p>Quality first teaching identifies targets and supports the progress of PP pupils, resulting in better outcomes for all in Reading, Writing and Maths.<br/>identifying PP pupils in planning and targeting them in focus groups/individually.</p> <p>Assessment for Learning strategies &amp; opportunities to be identified and implemented effectively.<br/>Professional Development Meetings (PDM) in order to train our staff.</p> |

|  |  |
|--|--|
|  | <p>Gaps in achievement close through targeted interventions that support the progress of PP pupils, in particular for the following groups: all disadvantaged and boys writing</p> <p>To appoint and retain experienced teachers and support staff to raise quality of teaching and learning.</p>  |
| Behaviour for learning is at least good and will positively impact children's learning | <p>Introduce school behaviour identification system and procedure to promote positive behaviour for learning in all areas</p> <p>School Pastoral team (inc Nurture) to identify barriers to learning and to develop and implement plans to remove these barriers.</p> <p>School SLT to raise standards for targeted pupils whose <b>behaviour/attitude to learning is severely impacting on their learning.</b></p>  |
| Attendance will be at least 96%  | <p>Named Attendance Officer/ PSL to liaise with EWO.</p> <p>Set up an attendance surgery timetable to work with parents to develop attendance action plans giving targets and support with the aim of raising attendance to national expectations.</p> <p>Admin staff to provide PSL/HoS/ PP champion with weekly attendance figures to include persistent absence of PP pupils.</p> <p>Head of School to look at weekly figures and refer families/individuals to PSL/ EWO for targeted support and intervention.<br/>Attendance Officer to identify school initiatives to encourage improved attendance of PP pupils.</p> <p>Reg attendance updates in newsletter, celebrating success and attendance figures.</p> |

## 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: £ 214,772

| <b>Activity</b>   | <b>Evidence that supports this approach</b>  | <b>Challenge number(s) addressed</b> |
|---|--|--------------------------------------|
| Appointment of PP Champion Lead one day a week to meet the needs of PP children.<br>(£23,514)   | The establishment of a role to be filled by a single, qualified teacher to oversee strategic planning and implementation of an effective strategy.   | 1, 2, 3, 4, 5, 6, 7                  |
| Intervention teacher<br>(£55,070)   | Research from EEF states that the average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.  | 2                                    |
| Appointment of Pupil Support Lead to support pupils with particular social and emotional needs and focus on learning behaviours. They also work closely with families.<br>(£31,076) | Research from the EEF states that social and emotional meaning approaches have a positive impact, on average, of 4 months additional progress in academic outcomes.  | 1, 2, 3, 4, 5, 6                     |
| Proportion of RWI staff lead to ensure PP children are able to close gap in literacy.<br>(£105,112)   | Research from EEF states that Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. | 1, 2, 4, 6                           |

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

Budgeted cost: £8,435.25

| <b>Activity</b>  | <b>Evidence that supports this approach</b>   | <b>Challenge number(s) addressed</b> |
|--|---|--------------------------------------|
| RWI reader leader training and development days<br>(£2,677.50) | The Rose Review (2006) states that teaching synthetic systematic phonics is the most effective method to teach children to read.<br><br>Research from EEF show 5+ months progress can be made through a structured phonics programme. | 2                                    |
| RWI 2 day training for new staff                               | The Rose Review (2006) states that teaching synthetic systematic phonics is   | 2                                    |

|  |  |            |
|--|--|------------|
| (£1,040)                                   | <p>the most effective method to teach children to read.</p> <p>Research from EEF show 5+ months progress can be made through a structured phonics programme.</p>   |            |
| I CAN Talk Boost Training (£450)           | EEF research stated that Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.   | 1, 5, 6    |
| Mathletics and Reading Eggs (£627)         |  |            |
| RWI online subscription (£1,140.75)        | <p>The Rose Review (2006) states that teaching synthetic systematic phonics is the most effective method to teach children to read.</p> <p>Research from EEF show 5+ months progress can be made through a structured phonics programme.</p> | 2          |
| Voice 21 National Oracy programme (£2,500) | Research from EEF states that oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Additionally social and emotional learning approaches have a positive impact of 4 months additional progress.  | 1, 2, 3, 7 |

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

Cost: £ 19,578.69

| <b>Activity</b>  | <b>Evidence that supports this approach</b>   | <b>Challenge number(s) addressed</b> |
|--|---|--------------------------------------|
| Implementing Paws B of mindfulness programme (£450)  | Paws B has been designated by CASEL as a recommended program for social and emotional learning.   | 1, 7                                 |
| Ensure that all children are able to access breakfast free of charge through Magic breakfast provision (£1,656.45) | Independent research, funded by the Education Endowment Foundation and carried out by the Institute for Fiscal Studies, found that Y2 pupils in schools providing a free, nutritious 'magic' breakfast boosted their reading, writing and maths by an average of 2 months' progress per year, compared to pupils in schools with no such breakfast provision. | 3, 4, 5, 7                           |

|  |   |               |
|--|---|---------------|
| Mentoring of vulnerable children   | Some studies have found positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.  | 5, 7          |
| BYMT<br>(£5,533.75)  | EEF research states that Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.  | 1, 2, 5, 6, 7 |
| EWO<br>(£2,220)  | Research states that attendance at school is the only way that children are going to access the required learning. The EEF states that Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.   | 1, 3, 4, 7    |
| Top 100 recommended books for each year group (£4,768.70)  | EEF research states Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.  | 1, 2, 4, 5    |
| Financial support for those families struggling to purchase school uniforms.<br>(£223)   | Evidence from EEF states that although wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. Staff commitment to upholding and consistently maintaining a uniform policy is crucial to successful implementation. Therefore if a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform. | 2             |
| Financial support to those families struggling with extra curricular activities such as school clubs and school trips.<br>(£4,727) | Research from the EEF states that an additional 3 months progress can be made from participation in the arts including music and drama. This can be within the curriculum or as additional curricular activities. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. Therefore support for families who would struggle to pay for these extra curricular activities should be considered.  | 4, 6          |

**Total budgeted cost: £ 242,786**

## Monitoring and Implementation

| Area             | Challenge  | Mitigating action   |
|------------------|--|---|
| Teaching         | Ensuring staff time is prioritised to focus on the things that have the most impact, driven by professional research and in-house expertise (whilst ensuring staff well-being)   | Trust to drive up subject expertise & knowledge through SLIM.<br><br>Build impact cycles into appraisal process<br><br>Pupil Premium Champion   |
| Targeted support | Decide which of the many pupil premium children need what kind of support so that it has maximum impact.   | Ensure all teachers are aware of the pupil premium children in their class and consider them when targeting support.<br><br>Pupil premium champion to monitor interventions and support given to each pupil premium child.  |
| Wider strategies | <p>Many parents of Pupil premium children are hard disengaged with the school and education.</p> <p>Pupils who have multiple barriers find it difficult to self-regulate, meaning learning time is lost.</p> <p>Many of our pupils have wider barriers such as food poverty, parental needs (emotional, mental educational), poor self esteem.</p> | <p>Assemblies and other events that include parents.</p> <p>Continued use of dojo to communicate with parents.</p> <p>Mentoring, self-regulation and other support groups are targeted</p> <p>Paws B trained staff to disseminate training to other staff.</p> <p>parents are supported through funding to help with uniforms, trips, clubs.</p> <p>All children are offered breakfast.</p> |



## 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.

#### Challenge 1:

Trust curriculum plans have been reviewed and are becoming more embedded in each subject. Cross-Curricular links are seen and quizzing has become a natural part of teaching sessions.

#### Challenge 2:

£926 was used to subsidise Educational Visits to ensure that all pupils experienced at least one educational visit last academic year

#### Challenge 3:

Appointment of a PSL who worked on raising attendance and as a result it rose from 73% to 84%

#### Challenge 4:

Some increased correspondence to parents - evidence can be seen in the Parent survey

#### Challenge 5:

Focus on increasing the love of reading. Book corners are more inviting and some library trips were planned and carried out for each year group.

#### Challenge 6:

High expectations and aspirations were in place for all pupils. Aspiration Day

#### Challenge 7:

Zones of Regulation training with all KS2 pupils. Clear behaviour policy and plan in place for 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       |
|-------------|----------------|
| Phonics     | Read Write Inc |
| Oracy       | Voice 21       |
| Mindfulness | Paws B         |

## 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?    |         |
| What was the impact of that spending on service pupil premium eligible pupils? |         |

