

## 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	Leesons Primary School
Number of pupils in school	375
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> )	2022-2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
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	£188,360
Recovery premium funding allocation this academic year	£20,445
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£61,647
<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	£188,360

# 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	Assessment and observations with pupils indicate a large proportion with social and communication difficulties and underdeveloped oral language skills and vocabulary gaps. This is more prevalent amongst our disadvantaged pupils.
2	Internal and external assessments show extremely low levels of academic achievement - this is especially prevalent in our disadvantaged children.
3	Through discussions with parents, we know we have high levels of deprivation and food poverty. We have many who are dependent on Foodbank vouchers/FSM etc for basic essentials.
4	Through our data and discussions with parents we know we have low levels of parental engagement which evidence suggests impacts on academic learning.
5	Our attendance data over the past 3 years indicate low levels of attendance (92.8%), with a high proportion of persistent absenteeism (25%) amongst our disadvantaged pupils.
6	Discussions with parents have shown that our disadvantaged pupils are more likely to have fewer opportunities outside of school. Research shows that extra-curricular opportunities develop soft skills and raise academic attainment and could impact attendance.
7	Evidence from teacher referrals indicate we have a high level of children who need support with social, emotional and mental health needs. These are more likely to be our disadvantaged children.

## 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 social communication skills for our disadvantaged pupils.	<p>Assessment and observations indicate significantly improved communication skills in lessons.</p> <p>At the end of Key Stage 2, there will be no identified significant gap between disadvantaged students and their peers.</p>

Improved attainment for disadvantaged pupils by the end of KS2	<p>KS2 English and maths outcomes in 2024/25 will show 65% of our disadvantaged pupils who do not have cognitive SEND needs will reach age related expectations.</p> <p>Those that have a SEND need show will make expected progress.</p>
Families in significant financial difficulties are identified quickly and supported appropriately.	<p>Parents quickly access targeted support to minimise financial difficulties.</p> <p>Families report feeling supported through questionnaires.</p>
Parental engagement of all pupils, particularly our disadvantaged pupils are improved.	<p>Parents report having more opportunities to engage with the school and understand their role in supporting their children academically.</p> <p>100% of parents of pupils from disadvantaged backgrounds will attend parents evening.</p>
Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>The percentage of our disadvantaged children classed as persistently absent is not greater than their peers. This is set at 96% and our persistent absences down to 15%.</p>
The curriculum and enrichment activities ensure that our disadvantaged pupils have access to a wide and varied range of opportunities.	<p>Children can talk confidently about their learning experiences, their high aspirations and enjoying school. This will be assessed through pupil voice and trust reviews.</p> <p>There is 40% participation in extracurricular clubs by our disadvantaged pupils.</p> <p>All disadvantaged pupils will attend a trip to a popular destination e.g. museum or cultural trip.</p>
Achieve and sustain improved well being for all pupils, particularly our disadvantaged pupils.	<p>Data from pupil voice, pupil and parent surveys and teacher observations show good levels of wellbeing in our disadvantaged pupils.</p> <p>Pupils and parents understand the importance of making positive choices to engage in a healthy lifestyle.</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: £ 140,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of PP Champion Lead one day a week to meet the needs of PP children.	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	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
Teaching assistant	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
Retention of Pupil Support Lead to support pupils with particular social and emotional needs and focus on learning behaviours. They also work closely with families.	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, 7
Education Welfare Officer	Current data from the school shows that PP children have a higher rate of absenteeism. Previous strategies have shown the engagement of senior leaders at an early stage with parents has significantly improved attendance.	4, 5

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

Budgeted cost: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI reader leader training	<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
RWI 2 day training for new staff	<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
RWI online subscription	<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	<p>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.</p>	1, 2, 3, 7

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementing Paws B of mindfulness programme	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	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
Art enrichment activities	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.	4, 5, 6, 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
Pet therapy	Evidence suggests that pets provide benefits to those with mental health conditions and can enhance general wellbeing.	1, 6, 7
Specialist music teacher for music lesson from Bromley Youth Music Trust	The Model Music Curriculum (March 2021) recognises the power of music to bring communities together through the shared endeavour of group singing and playing and experimenting with the creative process through performing. Music can enrich each student which strengthening the shared bonds of support and trust.	6, 7
Lyfta - an award winning immersive platform. It helps educators to engage	Lyfta, enhances children's cultural capital which according to the education inspection framework many disadvantaged pupils may not have	1, 2, 6

and inspire digitally-native children and young people; foster critical skills and values for navigating our changing world; and broaden horizons by giving children opportunities to see beyond their everyday realities.	access to cultural capital, both in the home and then in their school.	
Financial support for those families struggling to purchase school uniforms.	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.	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: £ 187,000**



## 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.  Build impact cycles into appraisal process  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.  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>school newsletter.</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> <p>Coffee mornings are aimed at supporting parents in varied ways.</p> <p>Events organised to give children wider experiences that can be used to help develop schemas in which to 'hook' new learning.</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 2021 to 2022 academic year.

Challenge 1: Our RWI programme means 51% of PP children in year 1, 2 and 3 completed the RWI programme and 9 children moved 5 book bands. Voice 21 programme means children are more confident to speak and challenge in discussion settings. This is in line with our school cohort.

Challenge 2:

		Whole school	Pupil premium
KS1	Reading	60%	45%
	Writing	50%	40%
	Maths	60%	35%
KS2	Reading	70%	62%
	Writing	55%	45%
	Maths	66%	45%
	Combined	50%	40%
	Phonics screening	78%	8%
	EYSF	71%	17%

Challenge 3: Our pupil support lead is regularly in touch with our most vulnerable children ensuring they have access to food vouchers and personal care packages and those who can access FSM have applied. All children are able to access breakfast through magic breakfast. Through discussions with teachers and pupil voices, children report feeling more settled and able to concentrate in class.

Challenge 4: With restrictions lifted this year, more of our parents have been invited back into the school. This included face to face parents evenings and extra events such as a parents workshops and a summer fair. Class dojo continues to be a good

source of communication. More parents attended parents evening than before lockdown - 60% autumn 2019, 87% autumn 2022.

Challenge 5: Our pupil support lead has worked closely with our education welfare officer to improve attendance and engage our parents with children who have persistent absenteeism. Whole school 90.2% PP 87.6%

Challenge 6: Our PP children have had access this year our pet corners, trips and visitors, these include such a disabled long distance runner, an olympian and world record breaker.

Challenge 7: Our pastoral support team including our pupil support lead has set up groups and mentoring sessions to support children with social and emotional needs. At least 54% of the children in these groups are PP.

## 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
Diversity	Lyfta
Oracy	Voice 21
Mindfulness	Paws B
Mentoring	Kick
Music	BYMT

## 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?	

