

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	365
Proportion (%) of pupil premium eligible pupils	42%
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	December 2023 (updated March 2024)
Date on which it will be reviewed	July 2024
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	£204,395
Recovery premium funding allocation this academic year	£20,155
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	204,395

# Part A: Pupil premium strategy plan

## Statement of intent

Leesons Primary School's ultimate objectives are in line with the whole school development plan and can be summarised into the following:

- To improve outcomes in Reading, Writing and Maths through quality first teaching and targeted academic support.
- To provide high quality targeted support and interventions, ensuring children are taught the right concepts at the right time to make accelerated progress.
- To adopt a range of wider strategies based on evidence, to improve attendance, behaviour and ensure pupils' personal development.

Disadvantaged pupils are entitled to be taught a rich curriculum, which is relevant to modern Britain, meets their needs and allows children to invest in their education. The most vulnerable pupils have access to quality first teaching every day, timely interventions, which are closely evaluated for their impact and delivered effectively. Our Inclusion and Wellbeing Team ensure that every child's needs are met, working closely with targeted pupils and their families. Our school's strategy is rooted in an inclusive approach, where every child is cared for and given the support to grow and flourish.

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 monitoring Pupil Premium children. 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

The causes and consequences of our pupil premium children's disadvantage are varied and wide-reaching. Furthermore, alongside disadvantage, other powerful factors may contribute to their risk of underachievement. For example, SEND students and boys underperform relative to their peers. When these factors overlap with being disadvantaged, the risk of underachievement is amplified. This is something to which we are alert and which we factor into our Pupil Premium strategy.

Whilst the causes of disadvantage are varied and wide-reaching, the same is also true of its consequences. The consequences of disadvantage take many forms and present themselves as a diverse range of barriers to learning. This requires the school to adopt a multi-faceted approach to its Pupil Premium strategy, that extends beyond academic intervention and incorporates broader forms of pastoral guidance and support services. This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge																								
1	<p>Many of our children live in houses where they are not surrounded by books, reading or immersed in rich language. Assessment and observations with pupils indicate a large proportion with social and communication difficulties and underdeveloped oral language skills and vocabulary gaps. 111 of our pupils are identified as having speech and language needs and are receiving input from our speech and language team. 68% of those are pupil premium. The table below is a breakdown of pupils receiving speech and language by year group from reception to Year 6</p> <table><tr><td></td><td>Whole year group</td><td>PP</td></tr><tr><td>Reception</td><td>52% (18)</td><td>61% (8)</td></tr><tr><td>Year 1</td><td>50% (29)</td><td>50% (11)</td></tr><tr><td>Year 2</td><td>33% (19)</td><td>24% (5)</td></tr><tr><td>Year 3</td><td>10% (5)</td><td>17% (4)</td></tr><tr><td>Year 4</td><td>18% (8)</td><td>22% (5)</td></tr><tr><td>Year 5</td><td>18% (7)</td><td>37% (7)</td></tr><tr><td>Year 6</td><td>30% (16)</td><td>40% (11)</td></tr></table>		Whole year group	PP	Reception	52% (18)	61% (8)	Year 1	50% (29)	50% (11)	Year 2	33% (19)	24% (5)	Year 3	10% (5)	17% (4)	Year 4	18% (8)	22% (5)	Year 5	18% (7)	37% (7)	Year 6	30% (16)	40% (11)
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2	<p>There is a high level of mobility within the school year across all year groups. In the year-to-date ( December 2023) there have been 41 new starters and 51 leavers.</p> <p>Mobility is high, for example:</p> <ul style="list-style-type: none"><li>• 23% (12 pupils) of Y6 joined after Y3 admission</li><li>• 29% (11 pupils) of Y5 joined after Y3 admission</li><li>• 29% (13 pupils) of Y4 joined after Y3 admission</li></ul>																								

3	<p>Our attendance data over the past 3 years indicate low levels of attendance (92.8%), with a high proportion of persistent absenteeism (25%) across the school. This is higher for pupil premium children with persistent absences being 37%.</p> <p>Below shoes our persistent absenteeism across the year groups as of 4.3.24</p> <div><p>YTD Persistent Absenteeism (% of persistently absent pupils)</p><p>Year Groups</p><p>School FFT National</p><table><thead><tr><th></th><th>All</th><th>R</th><th>Year 1</th><th>Year 2</th><th>Year 3</th><th>Year 4</th><th>Year 5</th><th>Year 6</th></tr></thead><tbody><tr><td>School</td><td>25%</td><td>39%</td><td>22%</td><td>26%</td><td>15%</td><td>16%</td><td>23%</td><td>36%</td></tr><tr><td>FFT National</td><td>17%</td><td>23%</td><td>18%</td><td>16%</td><td>15%</td><td>15%</td><td>16%</td><td>16%</td></tr></tbody></table></div> <p>This is a result of numerous factors including a lack of awareness concerning the impact of missing education, health factors and family circumstances. Supporting evidence from ‘Persistent Absence for Unauthorised Other Reasons: who is at risk? (publishing.service.gov.uk) suggests that children who fall into a number of identified categories are more at risk of becoming persistently absent, these risk categories include the following:</p> <ul style="list-style-type: none"><li>• Being eligible for free school meals in the previous year</li><li>• Being a child in need or on a child protection plan in the previous year</li><li>• Being White British ethnicity</li><li>• Being of Gypsy/Roma or White Irish traveller ethnicity</li><li>• Being a child in need</li><li>• SEN children with an EHCP</li><li>• Girls</li></ul> <p>The current demographic of disadvantaged children fall into multiple risk factors identified above.</p>		All	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School	25%	39%	22%	26%	15%	16%	23%	36%	FFT National	17%	23%	18%	16%	15%	15%	16%	16%
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4	<p>The knowledge of the wider world is limited in many of our disadvantaged pupils. They have limited enrichment opportunities outside of school. Many of our parents have learning difficulties themselves and have a negative view of education and are not fully engaged in their child’s learning or the life of the school. This is evident from the relatively low recorded parental engagement figures. Research shows that extra-curricular opportunities develop soft skills and raise academic attainment and could impact attendance.</p>																											
5	<p>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 with 18% of our school population receiving pastoral support through class referrals 12% of these are pupil premium.</p> <p>Through discussions with parents, we also know we have high levels of deprivation and food poverty. We have many who are dependent on Foodbank vouchers/FSM etc for basic essentials (10% of pupil premium children have received additional food bank vouchers in the last year).</p> <p>When considering children’s needs, reference should be made to Maslow’s Hierarchy of needs, whereby children who have a positive self-image with</p>																											

regard to their own self-esteem will be more successful academically if their physiological, social and emotional needs are adequately met.



## 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
At least good progress in Reading, Writing and Maths	<p>All teaching will be graded as at least effective.</p> <p>At least 40% of teaching will be graded as highly effective.</p> <p>All teaching will be effective in the delivery of evidence-based teaching strategies.</p>
Increased % of pupils attaining ARE in Reading.	<p>Pupil outcomes will be tracked effectively across all year groups to ensure that reading results reach at least 65% by the end of key stage two.</p> <p>The number of disadvantaged pupils who achieve ARE will increase with a narrowed gap in performance between this group and non-pupil premium children.</p>
Increased % of pupils attaining ARE in Writing	<p>Pupil outcomes will be tracked effectively across all year groups to ensure that writing results reach at least 62% by the end of key stage two.</p> <p>The number of disadvantaged pupils who achieve ARE will increase with a narrowed</p>

	gap in performance between this group and non-pupil premium children.
Increased % of pupils attaining ARE in Maths.	<p>Pupil outcomes will be tracked effectively across all year groups to ensure that maths results reach at least 65% by the end of key stage two.</p> <p>The number of disadvantaged pupils who achieve ARE will increase with a narrowed gap in performance between this group and non-pupil premium children.</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>
Attendance for Disadvantaged pupils to be above 96% and our persistent absences down to 15%.	<p>Attendance data reviewed daily to offer support to the most vulnerable.</p> <p>Attendance data reviewed weekly with interventions for targeted families.</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 each year.</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
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.	1, 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.	1, 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,
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.	3

## 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>	1, 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>	1, 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>	1, 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, 4



## 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.	5
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.	2
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
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
Pet therapy	Evidence suggests that pets provide benefits to those with mental health conditions and can enhance general wellbeing.	5
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.	4, 5
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, 4,

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.	5
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, 5
Study bugs used to raise attendance particularly of our persistent absentees which are mainly PP	<p>The government website states:</p> <p>Attendance at school is crucial to prepare young people for successful transition to adulthood, and to support their longer term economic and social participation in society. There is also evidence that the students with the highest attendance throughout their time in school gain the best GCSE and A level results.</p> <p>Our research found that pupils who performed better both at the end of primary and secondary school missed</p>	3

	fewer days than those who didn't perform as well.	
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**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	Many parents of Pupil premium children are hard disengaged with the school and education.  Pupils who have multiple barriers find it difficult to self-regulate, meaning learning time is lost.	Assemblies and other events that include parents.  Continued use of dojo to communicate with parents.  school newsletter.  Mentoring, self-regulation and other support groups are targeted

	<p>Many of our pupils have wider barriers such as food poverty, parental needs (emotional, mental educational), poor self esteem.</p>	<p>Paws B trained staff to disseminate training to other staff to support them with embedding Paws B in classrooms</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>
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## 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 2022 to 2023 academic year.

Challenge 1: Our RWI programme means 56% of PP children in KS2 completed the RWI programme and 74% passed the phonics check. 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	56%	36%
	Writing	42%	27%
	Maths	50%	23%
KS2	Reading	48%	48%
	Writing	52%	52%
	Maths	40%	19%
	Combined	30%	21%
	Phonics screening	81%	74%
	EYSF	67%	50%

Staff continue to receive CPD in line with current academic evidence to ensure children have quality first teaching.

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.

Challenge 4: Class dojo continues to be a good source of communication. Attendance to parents evenings is good with 95% of parents attending parents evening in person or being contacted by phone. Regular coffee mornings are held and a weekly newsletter

is sent out. Our Pupil Support Lead is in regular contact with specific parents, many who are pupil premium.

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 attendance from September is 92.6% PP 88.5%

Challenge 6: Our PP children have been able to access trips and visitors, these include pantomimes and other plays and drama workshops.

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 (Mindfulness in Schools Programmed)
Mentoring	Kick
Music	BYMT and Rock Steady Music

## 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?	

