

# Pupil premium strategy statement - Leasons Primary School

This statement details our school's use of pupil 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 year.

## School overview

Detail	Data
Number of pupils in school	318
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2022-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Gordon Jamieson (interim Headteacher)
Pupil premium lead	Charlotte Powell
Governor / Trustee lead	Gulcin Sesli

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£206, 232.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£206, 232.50

# Part A: Pupil premium strategy plan

## Statement of intent

At Leasons, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. We are passionate that all children leave Leasons with the necessary skills to access the next part of their learning journey so they can positively contribute to society regardless of their starting point.

Leasons Primary School's ultimate objectives is that our pupil premium children are in line with the whole school development plan and can be summarised into the following:

- To raise standards and attainment in all pupils by ensuring that quality first teaching is exemplary and meets the needs of all pupils.
- To continue to improve attendance in line with national expectations.
- To develop a strong and inclusive school community that fosters positive relationships and engagement among pupils and parents; where talents are nurtured and pupils are able to thrive.

Research shows that pupils from disadvantaged backgrounds underachieve compared to their non-disadvantaged peers. Pupil premium is provided to enable these pupils to be supported to reach their potential. The Government has used pupils who have been eligible for free school meals (FSM) at any point in the last six years (also known as Ever 6 FSM), looked after children and children whose parents are currently serving in the armed forces as eligibility criteria for the pupil premium, and have provided a fixed amount of money for schools per pupil based on these.

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.

The causes and consequences of our pupil premium children's disadvantages are varied and wide-reaching. Furthermore, alongside disadvantage, other powerful factors may contribute to their risk of underachievement, for example, SEND students. When these factors overlap with being disadvantaged, the risk of underachievement is amplified. 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.


A designated member of staff has responsibility for monitoring Pupil Premium pupils. 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
- Making use of our own data to expand existing interventions
- Ensuring there is quality first teaching on a day to day basis
- Making use of research when evaluating interventions and considering the implementation of new interventions
- Promote reading through engaging texts
- Developing a nurturing approach to help remove barriers to learning
- Supporting pupils, parents and carers emotionally and in times of hardship in order to help them to deal with the pressures of modern life. This may involve food parcels, subsidised uniform or counselling sessions for pupils and their families with emotional needs.

## Challenges

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

Challenge number	Detail of challenge
1	Many children enter school with a low level of oral language and early reading and maths skills. This is more prevalent in Pupil Premium children.
2	There is a strong link between pupil premium and SEND. Many of our Pupil Premium children are also on the school's SEND register. 22% on the SEND register are also eligible for pupil premium.
3	Attendance and punctuality of pupil premium children is generally lower than their peers. 20% of PP children have periods of persistent absences.
4	Our pupil premium children often have significant social and emotional needs and fewer strategies for maintaining positive mental and physical health so are likely to require support with their physical and mental health.  When considering children's needs, reference should be made to Maslow's Hierarchy of needs, whereby children who have a positive self-image with regard to their own self-esteem will be more successful academically if their physiological, social and emotional needs are adequately met.

	 <p><b>SELF-ACTUALIZATION</b> morality, creativity, spontaneity, acceptance, experience purpose, meaning and inner potential</p> <p><b>SELF-ESTEEM</b> confidence, achievement, respect of others, the need to be a unique individual</p> <p><b>LOVE AND BELONGING</b> friendship, family, intimacy, sense of connection</p> <p><b>SAFETY AND SECURITY</b> health, employment, property, family and social ability</p> <p><b>PHYSIOLOGICAL NEEDS</b> breathing, food, water, shelter, clothing, sleep</p>
5	Pupil premium children are more likely to have fewer opportunities outside of school and less aspiration for their futures.

## 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 oral language and early reading skills for Pupil Premium children (challenge 1).	<p>The achievement of pupil premium children will match or exceed national averages and there will be no significant gaps between Pupil Premium and their peers.</p> <p>The number of pupil premium children passing the Year 1 phonics check will increase and there will be no significant gaps between pupil premium and their peers.</p> <p>At the end of each key stage, there will be no identified significant gaps between pupil premium children and their peers.</p>
Improved maths skills and attainment (challenge 1).	<p>At the end of each key stage, there will be no identified significant gaps between pupil premium children and their peers.</p> <p>The number of pupil premium children passing the Year 4 times table check will increase and there will be no significant</p>

	gaps between pupil premium children and their peers.
SEND children will make good progress from their starting points, achieving their full potential (Challenge 2).	<p>Pupil premium and SEND children make good progress from their starting points.</p> <p>Early identification and SEND pathways enable children with the most complex needs to be supported with the provision needed to engage in learning and progress.</p> <p>Staff are supported to use adaptive teaching to secure positive outcomes.</p>
Attendance and punctuality for Pupil Premium children to be above 96% with persistent absences down to 15% (Challenge 3).	<p>Attendance for pupil premium children to be in line with their peers.</p> <p>The percentage of pupil premium children classed as persistently absent is not greater than that of their peers, which is less than the national average.</p>
Curriculum design and enrichment activities ensure that Pupil Premium children have access to wider opportunities leading to raised aspirations (Challenge 1 & 5).	<p>Pupil premium children are able to talk confidently about their learning in line with their peers.</p> <p>Pupil premium children demonstrate good attitudes to learning in line with their peers.</p> <p>There is good participation in extracurricular clubs by pupil premium children.</p>
For children to develop appropriate strategies to support their mental health and well being (Challenge 4).	<p>Pupil premium children along with others will have an increased awareness of self regulation strategies to support their mental wellbeing.</p> <p>Pupil premium children along with others will effectively use zones of regulation stations in the classroom.</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: £ 59,041.89

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of PP Champion Lead half a 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
Further development and embedding of the systematic teaching of phonics (RWI) including modelling, team teaching and review of the provision.  Rigour and application reviewed by school RWI lead, Trust RWI lead and Ruth Miskin external consultant visits.	Research from the Education Endowment Foundation (EEF) shows that the teaching of phonics has a positive impact (+5 months) and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1, 4
Using NELI to identify speech and language delays and close the gap by developing their language. Trained staff delivering this.	Research from the Education Endowment Foundation (EEF) shows that communication and language approaches such as NELI have a very high impact and increase young children's learning by seven months.	1, 5
Use of an online times table maths programme to support and motivate the learning of times tables in school and at home.	According to a summary of research by Cambridge Mathematics: Fluency with times tables facts is needed in order to perform higher-order mathematical processes efficiently (Westwood, 2003). Repeated systematic practice of times tables is effective and this declarative knowledge serves as a building block for procedural knowledge. This process is the key to making the retrieval of basic times tables facts fluent for pupils (Hasselbring, Lott, & Zydney, 2005). Times tables are the basis for further advancement in maths (Wong & Evans, 2007; Wallace & Gurganus, 2005)	1
Further development of Voice 21, a quality assured oracy programme is in use across all year groups and in a range of subjects.	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,

EYSF and KS1 teachers to participate in the mastering number programme.	Research from the EEF shows that mastery learning has a high impact on pupils' outcomes of 5 months additional progress.	1
LYFTA (digital platform for learning experiences that allow children to develop their cultural capital and understanding of the world) is timetabled regularly.	This will increase cultural capital for all children and they will be able to see/hear/experience things that they otherwise would not be able to do.	1, 5

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

Budgeted cost: £ 74,037.51

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs and HLTAs provide interventions in support in subject areas of need and pastoral support.	Research from the EEF shows that teaching assistant intervention can have an impact of +4 months.	1, 2, 4

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

Budgeted cost: £ 65,302.89

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that all children are able to access breakfast free of charge through Magic breakfast provision</p>	<p>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.</p>	<p>3, 4, 5</p>
<p>Full time Pupil Support Lead (PSL) supports pupils with particular social and emotional needs with a focus on learning behaviours.</p> <p>They will also work with families to sign post them to appropriate support.</p>	<p>Research from the EEF states that social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes. Being able to effectively manage emotions will be beneficial to children. Pupil Support</p>	<p>1, 3, 4</p>
<p>PSL works alongside senior leaders to target pupil premium children who are regular absentees and those who are at risk of becoming regular absentees with support from Education Welfare Officer (EWO)</p>	<p>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.</p>	<p>1, 3, 5</p>
<p>Pastoral support team provides provision under the direction of the SENCo to support pupil premium children to be 'ready to learn'.</p>	<p>The EEF states that Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers.</p>	<p>1, 2, 4</p>

	They say one way to support is to promote positive relationships, active engagement, and wellbeing for all pupils.	
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 while strengthening the shared bonds of support and trust.	1, 4, 5
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 uniforms.	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.	1, 3, 4, 5

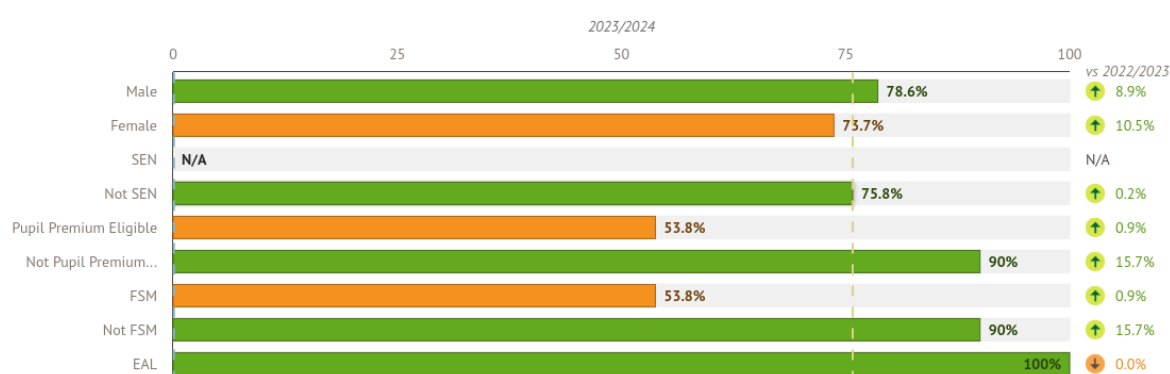
**Total budgeted cost: £ 198,382.29**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

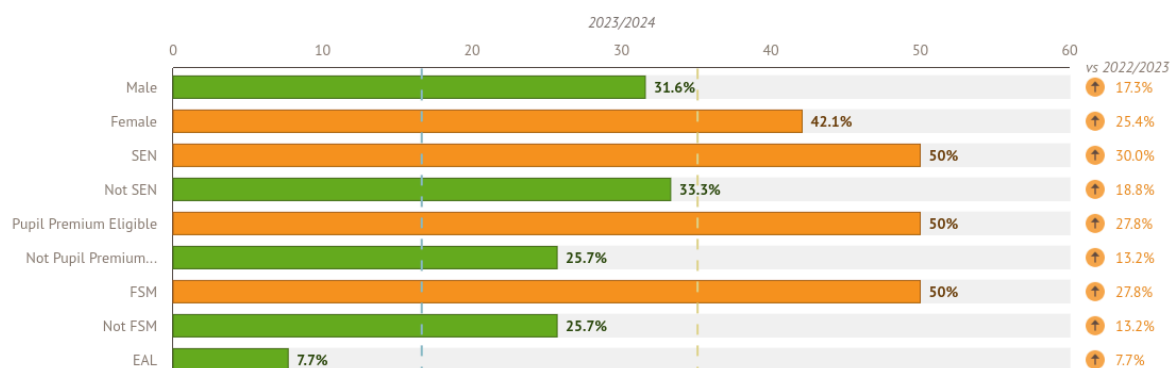
#### Review: Improved oral language and early reading skills for Pupil Premium children.

Data from Arbor: EYFS GLD 23/24



Our EYSF data shows that there was a small upward trend for Pupil Premium children. Improved Oral Language and Early Reading Skills are supported by careful implementation of the Read, Write Inc phonics scheme, RWI Strong Start, Nuffield Early Language Interventions, Voice 21 oracy strategies, Speech and Language interventions and specialist support. A continued focus on Oral Language and Reading Skills will be in place for 2024/2025 including Drawing Club to further improve outcomes.

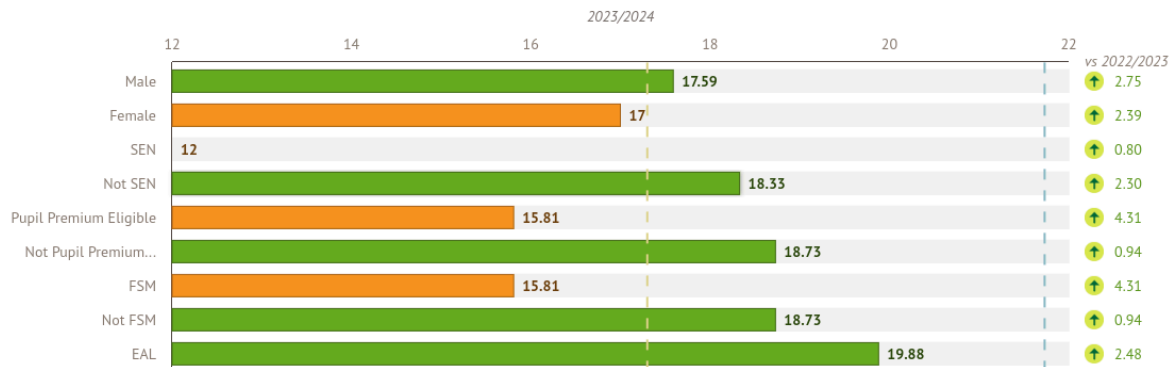
Data from Arbor: Phonics Screening Check 23/24 - meeting expectations



Our phonics screening check shows an upward trend for our Pupil Premium children. This has been supported by the continuation of RWI and careful analysis of data so targeted 1:1 tuition is effective.

**Review: Improved maths skills and attainment**

*MTC 23/24 - meeting expectations*



Results from MTC show an upward trend for pupil premium children. This will continue to be supported by the use of Mastery strategies in maths and Times table rockstars to support the learning of times tables at home. Pupil premium children who are not making expected progress are supported through personalised interventions.

**Review: SEND children will make good progress from their starting points, achieving their full potential. (challenges 1 & 5)**

SEND needs are identified as soon as possible. For those with a diagnosed need, PEN portraits are written with smart targets with regular progress reviews. There is good collaboration with families with SEND needs. Classrooms strive to be an inclusive environment and strategies that are good for SEND children are used universally to support any child that may benefit (e.g. visual timetables, chunking of information, use of widgets). Pupil Premium SEND children are likely to face additional mental health and emotional wellbeing challenges so Zones of regulations are used in all classrooms and More personalised support is available with our pastoral team if needed

**Review: Attendance and punctuality for Pupil Premium children to be above 96% with persistent absences down to 15% (challenge 3)**

### Attendance Data from FFT 23/24

FSM6			All	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
FSM6	148	School	88.5%	85.0%	89.9%	87.7%	90.5%	91.2%	89.8%	84.8%
		FFT National	91.8%	90.1%	91.3%	91.9%	92.2%	92.2%	92.0%	91.9%
		Difference	-3.2% ●	-5.1% ●	-1.4% ●	-4.3% ●	-1.7% ●	-1.0%	-2.1% ●	-7.1% ●
Not FSM6			All	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Not FSM6	183	School	93.9%	92.2%	92.0%	94.3%	96.9%	96.4%	94.3%	92.1%
		FFT National	95.2%	94.1%	95.0%	95.4%	95.6%	95.6%	95.5%	95.4%
		Difference	-1.3% ●	-1.9% ●	-2.9% ●	-1.1% ●	+1.3% ●	+0.8%	-1.2% ●	-3.3% ●

Attendance Headlines		YEAR TO DATE				4 Sept 23 - 19 Jul 24
All Pupils	Girls	Boys	FSM6	Not FSM6	Persistent absentees	
91.5% ●	92.0% ●	91.1% ●	88.5% ●	93.9% ●	28.5% ●	

Lower pupil premium attendance was tracked by our Pupil Support Lead and actions were put in place to support the families where attendance was below national expectations. Actions involved support from the EWO, CAFs with the family, BCP referrals, tailored plans to support the child coming into school e.g. early morning tasks specific to the child

#### **Review: Curriculum design and enrichment activities ensure that Pupil Premium children have access to wider opportunities leading to raised aspirations. (challenge 5)**

Pupil Premium children are able to talk about what they have learned, what they have enjoyed and what helps them with their learning. The targeted support Pupil Premium children receive to access trips, clubs and other enrichment activities has broadened their experiences which they are able to talk about. BYMT offers specialist music lessons which enriches the curriculum.

#### **Review: For children to develop appropriate strategies to support their mental health and well being (challenges 3 & 4)**

Zones of regulation is used in all classes to help develop awareness of feelings and how to manage them. More personalised support is available with our pastoral team if needed. Zones of regulation continue to be embedded and our personalised support continues to develop in 2024/2025. Bagels provided by Magic Breakfast mean that all children have had access to some breakfast when they start learning.

## 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
Music	BYMT and Rock Steady Music
Attendance support	EWO

## 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

