

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	Leighfield Primary School
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	9.5%
Academic year/years that our current pupil premium strategy plan covers	2022- 2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Sarah Eaton
Pupil premium lead	Sarah Eaton
Governor / Trustee lead	Emma Speirs

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30, 510
Recovery premium funding allocation this academic year	£3625
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£34,135

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subjects areas. The focus of our pupil premium strategy is to support disadvantaged pupils to reach their full potential, including those who are attaining beyond the expected standard. We foster a holistic approach that considers the individual needs of our children to support them in the best way possible.

Our pupil premium strategy aims to support children's academic achievement as well as their emotional, social and behavioural needs rooted in robust diagnostic assessment to ensure the gap between disadvantaged and non-disadvantaged is closed. Children who are identified as vulnerable, will be well supported and their needs met irrespective of whether they are disadvantaged or not.

High quality teaching and teacher development is at the heart of our strategy, with a particular focus on early reading. Ensuring children receive the very best teaching will ensure all children make progress and reach their potential. Our intention is for high quality of teaching and learning to close the attainment gap and benefit all children within our school.

Our approach will:

- Ensure disadvantaged pupils are challenged in the work that they are set
- Intervene early, at the point where need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Our strategy also supports education recovery following school closure and lost learning due to the pandemic.

Challenges

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

Challenge number	Detail of challenge
1	Assessment data shows that attainment in writing for our disadvantaged children is below their peers in Year 3 and Year 5. Attainment in writing is lower across the school than other subjects for all year groups.
2	Observations and discussions with pupils and parents indicate that children's social, emotional and behavioural needs are a challenge to their progress and readiness for learning. This has resulted in an impact on wellbeing and children's readiness for learning and their attitudes towards learning.
3	Assessment and observation from last academic year has identified that disadvantaged pupils have greater difficulties retaining and applying phonics than their peers. This impacts on their reading attainment as they progress through school.
5	Lack of enrichment opportunities and experiences during COVID-19 has impacted on disadvantaged children.
6	Attendance figures indicate that disadvantaged children's attendance across the year was below National at 91.10%.

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 writing outcomes among disadvantaged children.	Assessment and observations indicate improved writing outcomes for disadvantaged children. This will be triangulated with ongoing formative assessment, moderation, pupil engagement and learning behaviours in class.
To achieve and sustain improved wellbeing for all pupils in our school, particularly disadvantaged pupils.	Sustained high levels of wellbeing from 2022-2025 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from pupil voice, parents and staff. • A reduction in behaviour/bullying incidents • Quantitative data from pupil wellbeing survey • Achieve Wellbeing Award by 2023. • Become an Amazing People School.
Improved phonics and reading outcomes for all children in our	<ul style="list-style-type: none"> • Phonics assessment in Year 1 show that more than 90% of disadvantaged pupils pass the screener.

<p>school, particularly disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Phonics assessment in Year 2 show that 100% of disadvantaged pupils pass the screener. • KS1 and KS2 reading outcomes for disadvantaged children are in line with National Expectations.
<p>To achieve and sustain improved opportunities and experiences in our school, particularly for our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • An increase in participation in enrichment activities, particularly amongst disadvantaged pupils. • More educational experiences and opportunities for our children across the Curriculum (ie Author visits, music events, sports, etc)
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2022/2023 demonstrated by:</p> <ul style="list-style-type: none"> • Well tracked attendance • Absence gap narrowed between disadvantaged and non disadvantaged pupils. • Percentage of pupils who are persistently absent being below the national average. • Effective support from school ELSA for families • Effective links with external organisations (ie Rutland Inclusion Team)

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: £12,564.85 (this is PH's role – 4 days) + £750 (LW)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver high quality phonics teaching which leads to positive outcomes for children across the school by	<p>Phonics approaches have a strong evidence base</p> <ul style="list-style-type: none"> • DFE Reading Guidance July 2021 • DFE approved systematic synthetic phonics (SSP) programmes. • EEF teaching and learning toolkit – Phonics (+5 months) 	1, 3
Dedicated role for the delivery of Little Wandle reading sessions for EYFS and Year 1.	<ul style="list-style-type: none"> • EEF Teaching Assistant intervention (+4 months) • DFE Reading Guidance July 2021 • DFE approved systematic synthetic phonics (SSP) programmes. • EEF teaching and learning toolkit – Phonics (+5 months) • EEF Reading Comprehension Strategies (+ 6 months) 	1, 3
Systematic, synthetic phonics scheme subscription – Little Wandle	<ul style="list-style-type: none"> • DFE approved systematic synthetic phonics (SSP) programmes. • EEF teaching and learning toolkit – Phonics (+5 months) 	1, 3
Development of technology within the multi-use classroom focussed on supporting high quality teaching and learning	<ul style="list-style-type: none"> • EEF 'Using Digital Technology to Improve Learning'. 	1, 3, 4

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

Budgeted cost: £12,830.15

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide high quality interventions and targeted support by teaching assistants, including DIPT, Toe by Toe and rapid interventions.	<ul style="list-style-type: none"> • EEF Teaching Assistant intervention (+4 months) • EEF small group tuition (+4 months) • EEF 1:1 Tuition (+5 months) • EEF Feedback (+6 months) 	1, 3
Small group tutoring – 40% of cost.	<ul style="list-style-type: none"> • EEF small group tuition (+4 months) • EEF 1:1 Tuition (+5 months) • EEF Feedback (+6 months) 	1, 3

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

Budgeted cost: £4726 (elsa) + £2500 (trips) + £264 (swimming) +£500 (uniform)

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support (4 afternoons) for disadvantaged children to provide support for families and social, emotional and behavioural interventions.	<ul style="list-style-type: none"> • EEF Parental Engagement (+4 months) • EEF social and Emotional learning (+4 months) 	2, 4, 5
ELSA support to track attendance and work with families	<ul style="list-style-type: none"> • EEF Parental Engagement (+4 months) 	2, 5
Financial support to ensure children have opportunities and experiences through attending educational visits.	<ul style="list-style-type: none"> • EEF, Physical Activity (+1month) 	4

Year 6 1:1 swimming lessons	<ul style="list-style-type: none"> • EEF, Physical Activity (+1month) 	4
Provide access to spare school uniform and PE kit.	<ul style="list-style-type: none"> • EEF, Physical Activity (+1month) 	2, 4, 5
Resources to support Social, Emotional and Behavioural need including the development of the Lunchtime Retreat.	<ul style="list-style-type: none"> • EEF Behaviour Interventions (+4 months) • EEF Social & Emotional Learning (+4 months) 	2, 5

Total budgeted cost: £34,135

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.

End of year assessments during 2021/2022 suggested that performance of disadvantaged pupils in Years 1, 3 and 4 were in line with their peers and at the expected standard.

Outcomes in Year 2 and 5 were lower than we aimed to achieve in our previous strategy. Our assessment of the reasons for these outcomes points primarily to COVID-19 impact, which caused disruption to their first two years of primary education. Based on internal assessments – reading, writing and phonics showed a bigger gap between peers to attainment in maths.

We used our pupil premium funding to help support children’s emotional wellbeing during this difficult time. Behaviour was impacted by the school closures and disruption to routines and systems within school but targeted interventions were put in place to help and support children and families.

Catch up premium was used to provide interventions by qualified teachers to those children who had fallen further behind their peers. This did appear to be successful in most cases although did not successful close the attainment gap completely.

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

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?	

Further information (optional)

Leighfield have also decided to invest in ensuring teachers have access to Teacher Development Time in addition to their PPA time. This is to ensure that teachers have access to evidence, research and are able to collaborate and have time for their own professional development. Coaching is in place to support teacher's development. This will result in quality first teaching in classrooms ensuring children's needs are met and outcomes improve.