

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	St. Leonard's CE Primary School
Number of pupils in school	124 (+ 10 Nursery)
Proportion (%) of pupil premium eligible pupils	9 pupil premium (7.3%) +3 pupil premium plus (adopted from care) (3%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	20.10.22
Date on which it will be reviewed	20.10.23
Statement authorised by	Resource committee
Pupil premium lead	Catherine Young
Governor / Trustee lead	Debra Dyson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7040 (Adopted from Care) £12,465 (Pupil Premium based on FSM) Total= £19505
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£19505

Part A: Pupil premium strategy plan

Statement of intent

Background Evidence shows that children from disadvantaged backgrounds generally face extra challenges in reaching their potential at school and often do not perform as well as their peers. This is the case for some of our children who are deemed to be from disadvantaged backgrounds. However, with our small numbers; outcomes can be skewed by other factors.

Aims

- Narrowing attainment gaps through quality first teaching;
- Narrowing the attainment gap by supplementing high quality teaching through targeted effective interventions (during the school day and after school tutoring);
- Enabling all children to have the same life chances and enrichment opportunities regardless of their background;
- Ensuring attendance is not a barrier to learning;
- Supporting families to engage in purposeful home learning.

Key Principles

- Ensuring high quality first teaching by effective training and support for staff;
- Reducing adult:child ratios to enable all pupils to receive the support they require to master the basic skills in Maths and English and for pupils to receive higher levels of live feedback;
- Providing nurture and/or pastoral support to support children's emotional and mental well-being to enable them to learn effectively;
- Providing targeted interventions to address misconceptions; pre-teach or evidenced based programmes to support areas of weakness.
- Providing funding to support extra-curricular activities for disadvantaged families
- Whole school approach for consolidation and extension homework.
- We have scrutinised and utilised the Education Endowment Trusts Evidence based teaching and learning toolkit to identify the best interventions to suit the needs of our children.

Challenges

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

Challenge number	Detail of challenge
1	Some of our disadvantaged pupils also have quite significant special educational needs (27%)
2	Larger families with numerous siblings makes supporting home learning more difficult and also attending after school tutoring if not all on the same evening. 55% of the pupils are in families with 4+ children. Larger families have higher costs for pupils to engage in extracurricular activities.
3	Staff absence/cover has been challenging during pandemic meaning some interventions have not been able to happen.
4	Attendance has historically been an issue for some of our disadvantaged pupils.
5	Gaps are wider in Maths and writing.
6	We have noticed that since the pandemic, the children's attention, attitudes to learning and personal development has been affected and an increase number of children are requiring additional nurture/pastoral support services.
7.	Language barrier for 2x children with little or no English.

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
Narrowing attainment gaps through: a) quality first teaching; b) Supplementing high quality teaching through targeted effective interventions (during the school day and after school tutoring); c) Reducing adult:child ratios to enable all pupils to receive the support they require to master the basic skills in Maths and English;	Pupils will achieve in line with their peers unless there are other significant extenuating circumstances such as SEND status. Effective CPD means staff are knowledgeable and well equipped to fulfil their role to the very best of their ability.
Enabling all children to have the same life chances and enrichment opportunities	The uptake of children accessing extracurricular opportunities and events

regardless of their background by providing additional funding to support: • Extracurricular activities • Musical tuition • Wrap around care to encourage families back into work • Trips or visits support.	is high (at least in line with their peers or higher).
Ensuring attendance is not a barrier to learning by quickly addressing non-attendance and working with the families to encourage good attendance.	There will be no disadvantaged pupils with below 90% attendance (unless there is a genuine and verified reason that is unavoidable).
Supporting families to engage in purposeful home learning by: • Providing devices (where possible) for remote learning and homework. • Providing home learning text/work books that have a consistent approach and submission date to support larger families. • Providing in school catch up sessions for those not engaging in home learning. • Providing opportunity for 1:1 reading for disadvantaged pupils who are not regularly.	Engagement in remote learning is in-line with the school average or above. Engagement in homework/home-learning is in-line or above the school average.

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: £ 7716

Activity	Evidence that supports this approach	Challenge number(s) addressed
National College online training - £618	Effective and continuous CPD to improve teacher performance.	1+5
TVCLT networking and training sessions- £500 release time/cover	Working collaboratively to share good practice and peer support. EEF Toolkit +5	1+5
Maths CPD through Maths Hub	Gaps in Maths are wider in our school and nationally. White paper- Rising Stars	5
Synthetic phonics programme and resources (funded through English but catch up through PPG) £6318 based on 1 hour per week.	Gaps are wider for reading and writing in early years so targeted phonics catch-up will help to close gaps.	5
ECT teacher delivery partner programme	Entrust delivery partner (approved provider)	5
Early Help training (£280 for cover)	Demand for Early help support is higher than ever and not sustainable for one trained member of staff.	6

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

Budgeted cost: £ 15,166.9

Activity	Evidence that supports this approach	Challenge number(s) addressed
School led tutoring (5 hours per week from 1.11.21 until 8.4.21) £3231.95 (some this will be covered by the	Education Endowment Foundation evidences based research on impact of interventions shows that small group tuition pupils on average improve by 4 months.	1,2,3,5

<i>national tutoring programme approx. £900) so actual cost £2331.95</i>	Extending time at school + 2 months impact.	
Phonics interventions for pupils with English as an additional language. 5x sessions per week. £3510	EEF teaching and learning toolkit.	7
In school interventions (5 hours TA Level 3 per week) £3406.65	EEF Teaching and Learning Toolkit +4 Months impact.	1,2,3,5
Homework workbooks for consolidation and extension £ 729.25	EEF Teaching and Learning Toolkit +2 Months impact.	1,2,3,5
Additional TA support for English and Maths in years 1-6 £10,219.95- 50% contribution £5190	TA support to provide live feedback + 8 months impact. Additional TA support + 1 month impact.	1,2,3,4,5

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

Budgeted cost: £5202.65

Activity	Evidence that supports this approach	Challenge number(s) addressed
50% reduction in after school clubs £607.50	EEF- Arts + 2 Months impact EEF- Sports participation + 2 months impact	2
50% reduction in wrap around care £564.15	Extending the school day + 2 months impact. To support sibling families to attend after school clubs and tuition.	2
50% reduction in music lessons (funded through Entrust)	EEF music participation+ 2 months impact.	2
50% reduction for school trips and visits £537		2
Nurture sessions 1 day of Assistant SENCo. £1747	Behaviour interventions + 2 months impact Aspirations interventions + 1 month impact	2+4

SENCo assistant £1747	Direct/individualised instruction interventions for SEND + 3 months	1
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Total budgeted cost: £ 28,085 *(overspend of £8580 which will be topped up by asylum seeker's grant)*

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 2021-2022 academic year.

The attainment of our disadvantaged pupils is skewed as over 25% of the disadvantaged pupils in 2020-2021 had special educational needs. If their attainment outcomes are discounted, the % of disadvantaged pupils achieving the expected standard or above in Reading, Writing and Maths is in line or exceeds the school averages (above for writing and maths) showing that our disadvantaged pupils have attainment and progress achievements in line with their peers.

The engagement with homework was significantly improved due to the provision of workbooks. This particularly supported larger families of which 2/3 of our disadvantaged pupils live in a household with 4+ children.

For the minority that did not complete the home learning this was addressed at school with teaching assistant support.

All disadvantaged pupils accessed in school or after school interventions to address misconceptions and plug gaps.

The proportion of disadvantaged pupils engaging in extra-curricular activities was high and this was noted favourably by Ofsted.

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
CPG workbooks	
Numicon	
Numbots	
Timestable rockstars	
Spelling shed	
Little Wandle Phonics	

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