

Pupil Premium Strategy Statement for Leasingham St Andrew's Church of England Primary School

This statement details our school's use of pupil premium (and recovery 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 academic year.

School overview

Detail	Data
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 – 2025/2026
Date this statement was published	January 2024
Date on which it will be reviewed	December 2024
Statement authorised by	Mr M Baker
Pupil premium lead	Mr M Baker
Governor / Trustee lead	Mrs P Gennery

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68385
Recovery premium funding allocation this academic year	£ 6960
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£42851
Total budget for this academic year <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>	£118196

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to ensure that:

- *All of our pupils make good progress and achieve high attainment irrespective of background and family circumstances. Pupil premium will be used to ensure that the gap is narrowed between disadvantaged and non-disadvantaged children ensuring that the former make at least expected progress by the end of year 6.*
- *Quality First Teach is pivotal to our approach and is shown to have the biggest impact in narrowing the disadvantage attainment gap. Therefore, we will use some PP funding to support the employment of TAs in every classroom.*
- *Assessment Data is used in the most effective way to provide targeted intervention if necessary. Identified gaps in learning will be targeted in the form of intervention from highly qualified TAs who will deliver a bespoke programme*
- *Disadvantaged children are given opportunities to access extra-curricular activities that their families could not otherwise afford such as music lessons with peripatetic teachers, access to sports activities, providing parents access to training courses that will ultimately benefit their children.*

Challenges

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

Challenge number	Detail of challenge
1	<u>Behavioural and Emotional Needs and Barriers to Learning</u> Some children in receipt of Pupil Premium have behavioural and emotional needs. This can affect their engagement with learning and can lead to low-level disruption in class. Many of our children in receipt of Pupil Premium face other barriers to learning. This includes SEND, social worker involvement, families under TAC or pupils who may be Young Carers. Each of these factors can result in attainment falling to levels lower than expected.
2	<u>Anxiety around attending school</u> Some children in receipt of Pupil Premium have developed anxiety about attending school since the Covid lockdowns.
3	<u>Attainment in writing</u>

	Assessment and observations indicate that writing standards have dropped throughout the school and disadvantaged children have been impacted by this.
4	<p><u>Wider Opportunities</u></p> <p>Some children have had limited life experiences, exacerbated by the lockdown restrictions in place during the Covid Pandemic. By providing a rich and wide variety of enrichment experiences, children broaden their knowledge of the world around them, gaining a deeper understanding and developing a wider and richer vocabulary. Providing such experiences also aids in raising aspirations.</p>

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
<p><u>Behaviour and Emotional Needs</u></p> <p>The emotional and behavioural needs of children in receipt of Pupil Premium and Young Carers are met.</p>	<p>Records show:</p> <ul style="list-style-type: none"> - Adults in school are able to help children self-regulate, so that they are happy and confident in their learning environments and able to engage appropriately with lessons. - Children have been offered additional emotional support from members of staff, including the Pastoral Lead. - Individual plans for children with SEND are robust, showing how targets will be met and how children will make progress with their learning.
<p><u>Anxiety around attending school</u></p> <p>Children will show less anxiety around attending school.</p>	<p>Records show:</p> <ul style="list-style-type: none"> - Attendance is at least in line with national expectations for children in receipt of Pupil Premium funding.
<p><u>Attainment in writing</u></p> <p>PP pupils' gaps are identified and targeted support given if necessary</p> <p>Assessment materials will identify gaps and guide TAs in delivering bespoke intervention programmes</p>	<p>Records show:</p> <ul style="list-style-type: none"> - Summative termly assessments show expected progress. - Children will achieve at least national average progress scores in reading, writing and maths at both Key Stage 1 and Key Stage 2 - Children will attain in line with non-disadvantaged pupils and national averages in reading, writing and maths. This will be both for expected standard and greater depth standard. - Disadvantaged children to be targeted in small group work to enhance their abilities in reading, writing and maths.

	<ul style="list-style-type: none"> - Children eligible for the Pupil Premium close the gap between their attainment and the national attainment percentage for those children NOT receiving the Pupil Premium. - Children eligible for the Pupil Premium attain at least as well other children (reducing the in-school gap). - Children who receive additional, teacher-led tuition or intervention support attain at least as well as their counterparts.
<p>Wider Opportunities</p> <p>Children are given the opportunities to experience curricular and extracurricular activities that their families cannot otherwise afford, through subsidisation of costs.</p>	<p>Records show:</p> <ul style="list-style-type: none"> - Children to have the opportunity to take part in enrichment experiences e.g. school trips, cultural events, music lessons and sports activities - Children to access before school, lunchtime and after school clubs and activities. - Children's language is enriched by their experiences - Finance is available for any parenting courses should the need arise.

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: £8261

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of TAs to support QFT in class	EEF within class groups	1, 2, 3 and 4

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

Budgeted cost: £45608

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Targeted intervention programmes to fill the gaps	EEF 1:1 and small groups	1, 2 and 3
Use of ELSA trained teacher and Targeted Theraplay	EEF Social and Emotional	1, 2, 3 and 4

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

Budgeted cost: £ 23876

Activity	Evidence that supports this approach	Challenge number(s) addressed
To give experiences of cultural capital in and out of school	Against all odds report DFE	4
Contribution to CPOMS software costs to monitor behaviour concerns	EEF Behaviour Interventions	1 and 2
Review of the School's rewards system to promote positive behaviour Purchase Introduction of JIGSAW PSHE Scheme	EEF Behaviour Interventions	1, 2, 3 and 4
The Appointment of Pastoral Leader	EEF Behaviour Interventions	1, 2, 3 and 4

Total budgeted cost: £77745

Part B: Review of the previous academic year 22-23

Outcomes for disadvantaged pupils

End of Key Stage 2 Outcomes 2022/23 Academic Year			
23% of children in 2022/23 Year 6 cohort in receipt of Pupil Premium funding.			
	School (Pupil Premium)	Lincolnshire (Non-Pupil Premium)	National (Non- Pupil Premium)
Progress score in reading	5.4	0.0	0.4
Progress score in writing	0.6	0.3	0.4
Progress score in maths	7.4	0.0	0.5
Percentage of pupils meeting the expected standard in reading, writing and maths	57%	64%	66%
Percentage of pupils achieving at a higher standard in reading, writing and maths	14%	8%	10%
Average score in reading (SATs paper)	108	105	106
Average score in maths (SATs paper)	109	104	105

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Mathletics	3P Learning
Spelling Shed	Education Shed
The Write Stuff	Jane Considine
Third Space Learning	Third Space Learning
Times Table Rockstars	Maths Circle

Service pupil premium funding (optional)

2022/23 Budget £11520+£14043 C/F 10514

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?	<p>We have now employed a non-teaching Pastoral Leader who is responsible for overseeing Pastoral support. They provide pastoral support to ensure that all children and parents have access to information and advice for emotional health and well-being.</p> <p>The School offers both informal and targeted support for the children who have deployed parents.</p> <p>All new pupils are assessed within the first week so that any gaps in their knowledge are identified. Gaps in learning are addressed by targeted support such as Third Space Learning</p> <p>SEND support is offered immediately if large gaps are identified, this is to ensure the Service children are not disadvantaged in the SEND process because of frequent school moves within the UK or overseas.</p> <p>Resources have been purchased to support children in understanding and supporting worries such as 'Little Troopers and Jolfi Bears'</p>

<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Service children perform well in assessments, in both terms of attainment and progress. Children with gaps caused by mobility have been receiving tailored support when needed</p> <p>Staffing is funded to reduce class sizes and also target early intervention in EYFS, Year1 and Year 2</p> <p>The school is mindful that children who move frequently or who come from overseas postings are disadvantaged if they need assessing for SEND/Emotional support with external agencies, and so funding is in place to support a non-teaching coordinator to provide additional pastoral and emotional support.</p>
	<p>The Pastoral Team developed a pastoral support programme for all children after the lockdown. Teachers implemented it throughout 2020-21 and observed an improvement in well being. (Jigsaw Resources Purchased for this)</p> <p>Provision is made daily to support children who find it difficult to enter school in the morning due to anxiety after the lockdown period.</p>