# 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 | Leedon Lower School |
| Number of pupils in school  | 359 |
| Proportion (%) of pupil premium eligible pupils | 5314.8% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2019-2022 |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by |  |
| Pupil premium lead | Gemma O’Reilly |
| Governor / Trustee lead | Jo Shelley |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £85,630 |
| Recovery premium funding allocation this academic year | £7,000 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £92,630 |

# Part A: Pupil premium strategy plan - Statement of intent

|  |
| --- |
| Inclusion and equity are the foundations of life at Leedon Lower School. We believe that we use our Pupil Premium grant money in a wide range of innovative, individualised and strategic ways. We know our families exceptionally well and use their expertise and aspirations for their children to provide personalised plans for each child receiving the grant. We aim to provide each of those children with a well-rounded and full life experience, which is equitable to those children who do not receive the grant. These plans may include;* In-class support
* Additional groups outside the classroom
* Pre-tutoring and experiential visits
* The funds to attend school visits as part of the curriculum
* Uniform, shoes and other school equipment
* Books and resources to use at home
* Additional ICT provision in school and at home
* Music, cookery or PE lesson in school
* Funds to attend out-of-school activities such as Rainbows, Drama school, Yoga classes
* Transport to/from school and/or appointments
* Pastoral support such as art therapy, counselling, parent-support groups

 We also use funds to support whole-school provision in areas which we know are pertinent to those receiving the Pupil Premium Grant. This strategy plan includes details of our work on ‘talk’ – a whole school focus on the importance of talk, of vocabulary use and of the art of conversation. It also demonstrates the move we have made to change our school rewards to a monetary-based system allowing the children to manage a bank account, save and budget, count and organise their money correctly and spend their money at a shop. We are also focussing our spend on the importance of play and of role play in particular. Owing to the global pandemic and the worsening of children’s mental health in general, we have a significant portion of our spend aiming to improve the emotional wellbeing of our children too.  As mentioned above, our school is family-centred and we also provide extensive support for families including (but not limited to) a food bank, a Safe Space refuge for those experiencing domestic violence, support with transport, parenting support groups, parent advice drop-ins, signposting to Local Authority offers, translatory services and a school library.  These foci are lead by an inclusion team with many years of experience in schools; our SENDCo, pastoral lead, both DDSLs, our Pupil Premium Champion and our lead teacher for Looked After and Post Looked After children.  |

## Challenges

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

|  |  |
| --- | --- |
| Challenge number | Detail of challenge  |
| 1 | Covid lockdown had a huge impact on children’s mental-health and many are struggling with their emotional wellbeing. Many families have struggled to provide experiences for their children owing not only to lock-downs but also because of financial hardship – often worsened by familial pay being impacted by the pandemic. |
| 2 | Targets may not be aspirational enough for children to accelerate their progress as required. |
| 3 | Covid lockdowns have prevented many children from consistently attending school last year and home-learning means that there are gaps in children’s understanding. |
| 4 | Financial hardship can mean that children are unable to gain the rich experiences enjoyed by their peers.  |

## 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 |
| Those children receiving the Pupil Premium grant make progress and achieve levels of attainment in Reading in-line with their peers. | Achieve national average progress scores for reading. |
| Those children receiving the Pupil Premium grant make progress and achieve levels of attainment in Writing in-line with their peers. | Achieve national average progress scores for writing. |
| Those children receiving the Pupil Premium grant make progress and achieve levels of attainment in Maths in-line with their peers. | Achieve national average progress scores for maths. |
| Those children receiving the Pupil Premium grant make progress and achieve levels of attainment in Phonics in-line with their peers. | Pass mark or above on the National Screening Check. |
| Our curriculum provides meaningful and purposeful opportunities for talk for all children each day. Parents are engaged in their children’s learning and we encourage ‘school talk’ at home too.  | The ‘talk culture’ is consistently implemented across the school. All children are provided with Talk for Writing lesson which are at least good. All children have access to ‘talk opportunities’ across the curriculum including but not limited to role play and miniature worlds. |

## 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: £30,000

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Ensuring teachers are fully trained in Talk for Writing and that lessons across the curriculum are well-pitched and well-paced.Sue Simmons, our School Improvement Partner, is training middle leaders to assess the quality of teaching and learning and provide regular feedback to staff. | University College London review of research related to Talk for Writing<https://www.talk4writing.com/wp-content/uploads/2019/04/Talk-for-Writing-Review-of-related-research.pdf> | 2,3 |
| Improve the emotional wellbeing of those children receiving PPG and whose mental health has suffered owing to the Covid restrictions. The pastoral team’s capacity will be increased by a four-day-a-week HLTA joining the team. A Key Stage Two Nurture Group will be implemented during three afternoons a week. We also work alongside a registered art therapist and will train two staff members in The Freedom Project for Kids. | UK Government research on the impact of Covid 19 on the wellbeing of children.<https://post.parliament.uk/research-briefings/post-pn-0653/> | 1 |
| Motivate and engage the children receiving the PPG by developing a ‘play culture’ at our school following the advice of Ben Kingston-Hughes; an expert in the neuroscience of play and its importance in child development. | EEF Metacognition and Self-Regulated Learning Guidance Report 2021<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition>Evidence suggests the use of ​‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well. However, while the potential impact of these approaches is very high, particularly for disadvantaged pupils, less is known about how to apply them effectively in the classroom. | 1,2,3 |
| The ‘talk culture’ is consistently implemented across the school. All children are provided with Talk for Writing lesson which are at least good. All children have access to ‘talk opportunities’ across the curriculum including but not limited to role play and miniature worlds. | EEF Improving Literacy in KS1 and KS2<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1><https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2> | 2,3 |
| Careful analysis of GL Assessment data provided for each child allows for gaps and misconceptions children may have (especially given the amount of education recently missed) are tackled promptly and effectively. This may be in lessons or during intervention activities. | There are a number of benefits to using standardised tests within schools or groups of schools:[Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) | 2,3 |
| The value of reading for pleasure will be a school focus. Data has shown that the amount a child reads for pleasure is the best indicator for their future success. Rewards, experiences and opportunities to read regularly and using high-quality texts encourage all children to read more. | Evidence suggests that reading for pleasure is key to the success in later life.<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment>\_data/file/284286/reading\_for\_pleasure.pdf | 2,3,4 |

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

Budgeted cost: £35,000

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Ensuring that children receiving the grant make accelerated progress towards uplifting targets through effective, targeted support.A RADY partner will work alongside the senior leadership team, guiding them through the process. Pupil Progress Meetings will allow for termly focus on progress towards uplifted targets. The Inclusion Team will monitor the progress towards provision map targets for the children receiving the grant and the impact of intervention groups in which these children are involved. | University of Warwick review of a RADY pilot in Peterborough City Council.<https://warwick.ac.uk/fac/soc/ces/research/current/pastprojects/reqaa3025>[\_peterborough\_report\_final\_28-07-16.pdf](https://warwick.ac.uk/fac/soc/ces/research/current/pastprojects/reqaa3025_peterborough_report_final_28-07-16.pdf) | 2,3 |
| We are engaging with the RADY project starting in September 2021. This teaches staff to ‘uplift’ the targets of disadvantaged pupils so that they are on the same ‘flightpath’ as their peers. | As above. | 2,3 |
| Parents and families are involved in writing targeted development plans for each child in receipt of the Pupil Premium grant, which are then reviewed regularly to improve teacher accountability for the spending of the grant. | EEF Working with parents to support children’s learning<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents> | 2,3,4 |
| Children who are ‘VIP’ (meaning they both receive the pupil premium grant and have SEND) are provided with a Chrome Book for personal use to enable fair and equitable access to the curriculum. | EEF Using digital technology to improve learning<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital> | 2,3,4 |
| Experiential visits will continue to allow children to gain equal opportunities to gain subject-specific vocabulary and enjoy out-of-school experiences that enrich their learning. | EEF Improving Literacy in KS1 and KS2<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1><https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2> | 1,2,3,4 |
| Parents and families will receive regular updates on the local offer for SEND, disadvantage, language and EAL support and emotional wellbeing and mental health. These will also be provided in families’ first languages where appropriate. | EEF Working with parents to support children’s learning<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents> | 1,2,3,4 |
| Talking Partner interventions will run for children who are language deprived. | [Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/)**School Findings for 2017-2018**The age equivalent progress scores in information giving ranged from 5 months to 3 years and 9 months. 64% of the children made more than a year’s progress in information giving. 21% of the children made more than two year’s progress. The age equivalent scores in grammar ranged from 4 months to 3 years and 9 months. The grammar scores, according to Talking Partners, do not always progress as quickly as the information giving scores. 43% of the children made more than a year’s progress. 21% of the children made more than two year’s progress.**Findings for 2018-2019**The age equivalent progress scores in information giving ranged from 9 months to 3 years. 82% of the children made more than one year’s progress in information giving. 27% made more than 2 year’s progress.The age related progress scores in grammar ranged from 6 months to 3 years and 1 month. 73% of the children made more than 1 year’s progress. | 2,3 |

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

Budgeted cost: £20,000

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Ensuring that children are given equitable experiences in line with their peers. The attendance of children in extra-curricular clubs and activities is monitored to ensure equitable numbers.During provision map discussions, parents and children are asked about desired extra-curricular opportunities and about any strengths or areas for improvement which could be developed. | TES Positive discrimination for disadvantaged pupils.<https://www.tes.com/magazine/news/general/why-we-need-positive-discrimination-our-schools> | 1,2,3,4 |
| Allow the children receiving the grant be involved more readily in school improvement through their part in School Council projects. | TES Positive discrimination for disadvantaged pupils.<https://www.tes.com/magazine/news/general/why-we-need-positive-discrimination-our-schools> | 1,3,4 |
| Provide ‘stay and play’ sessions each month where families can enjoy free play opportunities with their children. Resources will be provided that they may not ordinarily be able to prioritise out of the household budget. | EEF Working with parents to support children’s learning<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents> | 1,4 |
| Children are given equal opportunities to attend extra-curricular clubs, music lessons and coaching including those which may ordinarily be cost-prohibitive to families (when the PPG is used to fund them). Those receiving the PPG are prioritised for a place in school-based clubs. | TES Positive discrimination for disadvantaged pupils.<https://www.tes.com/magazine/news/general/why-we-need-positive-discrimination-our-schools> | 1,4 |

**Total budgeted cost: £85,000**

# 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 2020 to 2021 academic year.

|  |  |
| --- | --- |
| Ensure that all staff are trained in both Talk for Reading and Talk for Writing teaching strategies. | Although Covid restrictions limited the training available, all staff received initial training in Talk for Writing and were provided with on-going support as required by our T4W partner. We purchased a three-year package so the training will continue in the next academic year including a November INSET day on this subject.Lesson observations in Literacy will focus on Talk for Writing in the early autumn term. |
| The tracking of pupil progress measures small steps of progress and is tracked effectively using Classroom Monitor. | Staff training in the use of Classroom Monitor was undertaken and the system was used well to produce termly progress reports, which were analysed by the senior leadership team. Covid lockdowns meant that data was partial owing to the amount of time children were home-learning but this will not be the case next year. LSA training on how to use Provision Map was also undertaken and this meant that this resource was also used more effectively. Training will continue during the next academic year. A full year of teaching will allow interventions to be run and tracked more effectively than last year when learning was disturbed. |
| Ensure disadvantaged children receive talk interventions such as Lift off to Language, Talking Partners and/or pre-tutoring lessons. | Lift off to Language and Talking Partner interventions ran consistently during the times children when children were in full time education.Please see the separate data analysis report for the Talking Partners intervention. |

## 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 |
| Talk for Writing | Talk for Writing |
| RADY project | Central Bedfordshire Council |
| The Metacognition of Learning | Ben Kingston-Hughes |