# 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

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| Detail | Data |
| School name | Leedon Lower School |
| Number of pupils in school | 371 |
| Proportion (%) of pupil premium eligible pupils | 48  13% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2020-2023 |
| Date this statement was published | September 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by |  |
| Pupil premium lead | Gemma O’Reilly |
| Governor / Trustee lead | Jo Shelley |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £85,255 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £85,255 |

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

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| 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 support staff member, our DDSL, 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.

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| Challenge number | Detail of challenge |
| 1 | The aftermaths of Covid had a huge impact on children’s mental-health and many are struggling with their emotional wellbeing. The children who have in school now have had their early development heavily impacted by lockdowns and many by shielding. Where they should have been in playgroups, nurseries and with extended families, they were isolated at home. 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. |
| 5 | Support provided by external agencies has been heavily impacted by Covid and waiting lists for paediatricians and speech and language assistants for examples are extensive. |

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## 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.

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| Intended outcome | Success criteria |
| Those children receiving the Pupil Premium grant achieve the same levels of GLD in Reception compared to their non-PPG counterparts. |  |
| 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. |
| The attendance of |  |

## 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: £25,255

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Ensuring new teachers are fully trained in Talk for Writing and that lessons across the curriculum are well-pitched and well-paced.  Our feedback regarding the use of Talk for Writing by previous teachers has been very good. | 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 |
|  | 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 |
| A new SEND model will be implemented by our new SENDCo with an emphasis on quality first teaching and assess, plan, do, review to ensure concerns are promptly addressed and a bank of resources are provided to support this. Children will be monitored using a new system entitled ‘Everyone Included’, which will track children in more than one group. | <https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching>  [https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF\_Special\_ Educational\_Needs\_in\_Mainstream\_Schools\_Guidance\_Report.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf) |  |
| A new attendance policy makes class teachers directly responsible for raising concerns over attendance with the senior leadership team. |  |  |
| Support raining from outreach teams via the Local Offer will support teachers of children with SEMH and other behaviours which may affect their learning. |  |  |
| Support from the Virtual School will further improve our support of PLAC children. |  |  |

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

Budgeted cost: £35,000

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| 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 which started 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 each morning 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 |
| 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 |
| Personalised tutoring sessions are provided to children receiving the pupil premium grant who are working significantly below age-related expectations. |  |  |

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

Budgeted cost: £25,000

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| 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 regular ‘stay and play’ sessions 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: £85,255**

# 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.

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| The children receiving the pupil premium grant achieve GLD in-line with their non-PPG peers. | Reception children – 25% of children receiving GLD achieved GLD compared to 37% of non-PPG. |
| The children receiving the pupil premium grant achieve in-line with their non-PPG peers in the Year 1 phonics screening. | Year 1 phonics screening – 56% of those receiving the PPG passed the screening compared to 70% of those who did not. |
| The children receiving the pupil premium grant achieve in-line with their non-PPG peers in reading, writing and maths. | Year 2 SATs.  Reading 60% of children receiving the PPG were working at expected or greater depth compared to 59% of those who were not receiving PPG.  Writing 60% of children receiving the PPG were working at expected or greater depth compared to 55% of those who were not receiving PPG.  In writing 3% of children receiving the PPG were working at greater depth compared to 0% of those who were not receiving PPG.  Maths 60% of children receiving the PPG were working at expected or greater depth compared to 59% of those who were not receiving PPG.  In Maths 12% of children receiving the PPG were working at greater depth compared to 10% of those who were not receiving PPG. |
| The children receiving the pupil premium grant achieve in-line with their non-PPG peers in reading, writing and maths. | Year 4 exit data.  Writing 50% of those receiving PPG were working at expected levels compared to the whole cohort of whom 50% were working at expected levels.  Maths 50% were working at expected levels compared to the whole cohort of whom 53% were working at expected levels.  Reading 50% were working at expected levels compared to the whole cohort of whom 36% were working at expected levels. |
| 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 following strengths were identified by our SIAs in June 2022  Strengths  1. Talk For Writing (TFW) is becoming well embedded across the school and having a good impact in improving outcomes in writing. There is a much more consistent approach being taken by teachers and a clear structure to how writing is taught. The focus on talk before writing supports pupils well.  2. Pupils are being exposed to and explore in depth, high-quality texts and literature as part of the TFW model. Good cross-curricular links are made, for example, with History in Year 4. Pupils are motivated and inspired to write.  3. Pupils are developing a good understanding of how to be an effective writer and the strategies and techniques that they can use to improve their writing. They are given regular opportunities to write at length and for a sustained period of time.  4. The school has made good use of tutoring to support pupils that need the most help to improve their writing |

## 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*

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| --- | --- |
| Programme | Provider |
| Talk for Writing | Talk for Writing |
| RADY project | Central Bedfordshire Council |
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