

Pupil premium strategy statement – Leedon Lower School 2023/2024 to 2025/26



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 outcomes for disadvantaged pupils last academic year.

Whole School overview

Detail	Data
Number of pupils in school	349 (Reception to 4)
Proportion (%) of pupil premium eligible pupils	15% (57 children)
Academic year/years that our current pupil premium strategy plan covers	2023/2024 to 2025/2026
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	<i>Richard Benson HT</i>
Pupil premium lead	<i>Richard Benson HT</i>
Governor lead	<i>Jo Shelley</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,660 (2023/24)
	£83,220 (2024/25)
Recovery premium funding allocation this academic year	£7,540 (£145 pp)
	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year (2024/5)	£83,220

Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. This is carefully tracked across the year groups by teachers, subject leaders and SLT.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. The best supporting factor for all learners at Leedon is quality first teaching.

High-quality teaching is at the heart of our approach, and always our first and best form of supporting the children, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. We set targets for all the children that are both realistic but also ambitious. Teachers work towards these targets and understand which support is available to develop children's understanding. We deploy LSA's, HLTA's, pastoral support and tutors to target children's needs and best effect rapid improvement.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through tutoring, which we have found to be highly effective in helping children to fill gaps in their learning, enabling them to move on. We will continue this year with one tutor and pupils will be selected from pupil premium meetings and tracking.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point 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

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to Year 4 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. On entry to Reception class children are not 'school ready' and this is more pronounced amongst our disadvantaged children.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Disadvantaged children also achieve below their non-disadvantaged peers both at the end of Reception FSP and Year 1 phonics screening.
4	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading. Early Reading is a high priority every year and this year with a new phonics scheme in place, delivered from the start of Reception, it will support all children to make rapid progress.
5	Our assessments (including happiness survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to anxiety, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.
6	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 4 and 9% lower than for non-disadvantaged pupils.

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>Improved oral language skills and vocabulary among disadvantaged pupils.</p> <p>(Use of S and L support, early interventions and tutoring to support this)</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>Improved reading attainment among disadvantaged pupils.</p>	<p>KS1 reading outcomes in 2023/24 show that more than 70% of disadvantaged pupils met the expected standard.</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS1 and Yr4.</p>	<p>KS1 and Year 4 maths outcomes in 2023/24 show that more than 70% of disadvantaged pupils met the expected standard.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>(supported by MHST referrals and work therapeutic support delivered in school)</p>	<p>Sustained high levels of wellbeing by 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in anxiety levels expressed • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 10%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 2%. • the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 3% lower than their peers.

Activity in this academic year (2023/4)

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: **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised assessments. PUMA and PISA tests across the school.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p><u>Diagnostic assessment EEF</u></p>	<p>1, 2, 3, 4</p>
<p>Embedding structured systems across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time. This is secured by changing the school timings giving dedicated leadership time to develop knowledge and track progress to targets.</p> <p>DH to mentor subject leaders and work alongside them to effectively use their time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><u>Oral language interventions Teaching and Learning Toolkit EEF</u></p>	<p>1</p>
<p>Continue to work alongside the English hub to support the use of synthetic phonics across the school. Invest in cover to allow rigorous monitoring. Support new phonics lead to understand the gaps and immediately target support for teachers and pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p><u>Phonics Teaching and Learning Toolkit EEF</u></p>	<p>2, 4</p>

<p>Enhancement of our maths teaching and curriculum planning in line with a wider curriculum to ensure coverage and adaptations take place and are consistent.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><u>Mathematics guidance: key stages 1 and 2</u></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><u>Improving Mathematics in Key Stages 2 and 3</u></p>	3
<p>Improve the quality of social and emotional (SEMH) learning.</p> <p>SEMH approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Pastoral support to engage in training to deliver targeted support and therapy.</p> <p>Use the MHST to deliver training for both staff and children.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><u>Improving Social and Emotional Learning in Primary Schools EEF</u></p>	5

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

Budgeted cost: **£53,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use tutoring to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>We will also be using Reading Gladiators to support high</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><u>One to one tuition Teaching and Learning Toolkit EEF</u></p> <p>And in small groups:</p> <p><u>Small group tuition Teaching and Learning Toolkit EEF</u></p>	1, 2, 3, 4

achieving disadvantaged children in year groups from 2-4.		
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with, and support from, our local English hub. LSA's provide interventions and assess their impact over time.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <u>Phonics Teaching and Learning Toolkit EEF</u>	2

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

Budgeted cost: **£10,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-anxiety approaches with the aim of developing our school ethos and improving behaviour across school (MHST to deliver this)	Both targeted interventions and universal approaches can have positive overall effects: <u>Behaviour interventions Teaching and Learning Toolkit EEF</u>	5
Embedding principles of good practice set out in the DfE's guidance on <u>working together to improve school attendance</u> . This will involve training and release time for staff to develop and implement new procedures and using the SBM to manage attendance along with the HT.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £83,200

Part B: Review of the previous academic year (2023/4)

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that disadvantaged children consistently perform below their non-disadvantaged peers. This was clear in Reception FSP and in our Year 1 Phonics Screening check for a second year.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level, where possible, (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

The data demonstrates that;

EYFS – Only 2 of our most deprived 11 children achieved GLD compared to 32 out of 40 of our least deprived children.

Phonics Screening – There was a 27% gap between disadvantaged and non-disadvantaged children. (53% compared to 80%)

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that in all these areas disadvantaged children underperformed compared to their non-disadvantaged peers.

Our evaluation of the approaches delivered last academic year indicates that interventions have an impact. We now have the consistent use of particularly ELS support delivered daily by 5 different staff. This boosted the outcomes for the 20% most deprived pupils, however they did not meet the threshold at the end of the year.

We are reviewing our strategy plan in light of further evidence and training and will be moving to a model in January where we will have plans for each class. This will make impact easier to measure. Some classes both last year and the coming year (2024/25) have too few PPG/Deprived/FSM children to draw any conclusions as the sample size is too small.

We have a greater number of pupils who will receive PPG funding, but there is an 18 month lag, therefore we will not receive the funding for our current children until April 2026.

Externally provided programmes

Programme	Provider
1 to 1 tutoring	Tutors employed by the school (3 last year)
RADY programme	CBC provided (principles still used)