

**Leasowes Primary School**  
**Pupil Premium Strategy Plan**



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	<b>Leasowes Primary School</b>
Number of Pupils in School	<b>429</b>
Proportion (%) of Pupil Premium Eligible Pupils	<b>2.6%</b>
Academic years that our current pupil premium strategy plan covers	<b>3 years</b>
Date this statement was published	<b>October 2021</b>
Date on which it will be reviewed	<b>September 2022</b>
Statement Authorised by	<b>Mrs G Bettany</b>
Pupil Premium Lead	<b>Mr B Coombs</b>
Governor / Trustee lead	<b>Mr M Rowell</b>

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,585
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£14,585</b>

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

At Leasowes Primary School, we ensure that the children's learning environment is safe, stimulating and vibrant. Positive development of emotional health and wellbeing is encouraged and supported. We provide a rich curriculum that will ensure a well-rounded education that is enhanced by enrichment opportunities and memorable moments that excite and encourage lifelong learners. Rich CPD for staff is identified and implemented to ensure that quality first teaching is available to all children.

With regard to our disadvantaged children, first and foremost, our curriculum is designed to be inclusive. Rigorous procedures are in place to ensure that progress is carefully tracked and therefore support can be implemented effectively. Leasowes is 'Rooted in Reading'. Through teaching strategies and rich resources purchased, we aim to ensure that the children at Leasowes read with confidence and are encouraged to read for pleasure. We truly believe that children who effectively learn to read, will read to learn.

### Challenges

Detail of Challenge
1. Rich CPD is delivered to the staff so that all children are exposed to quality first teaching on a daily basis.
2. The need for support within learning is identified quickly so that all children make expected progress or above.
3. Extra support is available for all identified so that the children are prepared for learning in the near future.
4. The children at Leasowes are confident in their reading. They read to learn as well as reading for pleasure.
5. Leasowes children have access to support that will enable them to positively develop their mental health and wellbeing.
6. All children are able to access the full curriculum, including learning experiences such as educational visits and residential.

### Intended Outcomes

Intended Outcome	Success Criteria
Rich CPD is delivered to the staff regularly throughout the year that is linked to the School Improvement Plan.	<ul style="list-style-type: none"><li>• Teachers who are early in their career are supported and will therefore grow into outstanding practitioners.</li><li>• A robust process is in place for all teachers early in their career.</li><li>• Leasowes is a self-improving school that is ever evolving.</li><li>• There is a consistent approach to improving the learning provision.</li></ul>
The need for support within learning is identified quickly and effectively.	<ul style="list-style-type: none"><li>• All teachers know how to analyse class data and understand how to prioritise intervention.</li><li>• All teachers know the disadvantaged children and their attainment and progress within the context of the class and year group.</li><li>• All teachers understand the importance of progress in the context of disadvantaged pupils.</li></ul>

<p>Extra support is available for all identified so that the children are prepared for learning in the near future.</p>	<ul style="list-style-type: none"> <li>• Children are identified, including PP children, who will benefit from attending morning club; therefore, accessing additional learning.</li> <li>• Pre-teaching activities are in place that link to the week's learning.</li> <li>• All adults linked to the child's learning are fully aware of their needs, targets and the planning for the following week.</li> <li>• Interventions are planned with realistic and achievable goals, therefore promoting progress.</li> </ul>
<p>The children at Leasowes are confident in their reading. They read to learn as well as reading for pleasure.</p>	<ul style="list-style-type: none"> <li>• The school library and online resources are used effectively to research areas of the curriculum.</li> <li>• Children are exposed to current affairs, including up to date news items.</li> <li>• The library has an extensive range of up to date fictional books appropriate for all learners.</li> <li>• A system is in place where all children are able to borrow books for a period of time. The library is accessible during lunchtimes as well as times allocated to classes.</li> <li>• The children are encouraged to become independent learners who understand their accountability for their own learning.</li> </ul>
<p>Leasowes children have access to support that will enable them to positively develop their emotional health and wellbeing.</p>	<ul style="list-style-type: none"> <li>• In times of need, there is always someone to talk to regarding the child's emotional health and wellbeing.</li> </ul>
<p>All children are able to access the full curriculum, including learning experiences such as educational visits and residential.</p>	<ul style="list-style-type: none"> <li>• Our curriculum is fully inclusive, with all children accessing all curriculum experiences.</li> </ul>

## 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

Budgeted cost: **£4546**

Activity	Evidence that supports this approach	Challenge No. addressed
<b>Purchase of Target Tracker</b>	<p>With a robust data process in place, teachers are able to use this to effectively inform future planning and ensure that children are aware of what they need to do to progress in their learning.</p> <p><i>Education Endowment Foundation (EEF) indicates that discussing next steps 1:1 with pupils, can provide relevant stretch and improvement for all pupils to achieve their potential.</i></p>	2, 3
<b>Time allocated for subject leaders each week to be shared.</b>	<p>If subject leaders are given the time to plan effective CPD for the school, this will ensure further improvement in teacher performance and therefore improve outcomes for children.</p> <p><i>Ofsted findings on Curriculum Research. In primary schools, where the curriculum was often delivered in topics (particularly in the humanities), they had subject specialists and thought about progression in terms of subjects. We found that it was easier for schools to talk about their pupils' progression when they considered how much knowledge had been learned than when they talked about how far pupils had developed a skill.</i></p>	1

## Targeted academic support

Budgeted cost: **£2865**

Activity	Evidence that supports this approach	Challenge No. addressed
<b>Reading intervention (KS1)</b>	Children who are given extra time to practise their reading in smaller groups, as well as take part in a deeper discussion about the book, will grow in confidence which will impact all areas of the curriculum.	3, 4
<b>Maths Intervention (KS2)</b>	Children who are given the opportunity to work in smaller groups are able to grasp key concepts essential to a deeper understanding in maths using rich retrieval strategies, thus preparing them for Y6 and beyond.  <i>EEF Teaching and Learning Toolkit (Small Group Tuition): Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. This arrangement enables the teacher to focus exclusively on a small number of learners. It can be used as a more general strategy to ensure effective progress.</i>	3

## Wider Strategies

Budgeted cost: **£6625**

Activity	Evidence that supports this approach	Challenge No. addressed
<b>HOPE is in place to support children regarding their emotional health and wellbeing</b>	Children who are able to access pastoral support regarding their emotional health and wellbeing, will be happier in themselves and therefore happier in their learning.  <i>EEF Teaching and Learning Toolkit (Social and Emotional Learning - SEL): SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff.</i>	5
<b>Extra teaching through morning club</b>	With identified children attending morning club, this will ensure that, through pre-teaching and the use of rich retrieval strategies, they are able to access the same work as their peers.  <i>EEF Teaching and Learning Toolkit (One to One Tuition): Evidence indicates that one-to-one tuition can be effective, delivering approximately five additional months' progress on average. The evidence is consistent and strong, particularly for young learner who are behind their peers in primary schools, and for</i>	2, 3

	<i>subjects like reading and mathematics. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive.</i>	
<b>Access to 'First News' for all children</b>	<p>Children with a deeper understanding of current affairs are able to reason about topical subjects, such as the environment, and therefore build justified opinions.</p> <p><i>EEF Teaching and Learning Toolkit (Reading Strategies): On average, reading approaches deliver an additional six months' progress. Pupils from disadvantaged backgrounds benefit more from teaching reading strategies.</i></p>	4
<b>Help with costs of educational visits and residential</b>	<p>Children who are able to access all curriculum experiences will have a deeper knowledge of the given curriculum areas. Additionally, rich cultural capital will enable children to grow in confidence.</p> <p><i>EEF Teaching and Learning Toolkit (Outdoor Adventure Learning) Studies of adventure learning interventions consistently show positive benefits on academic learning. There is also evidence of an impact on non-4 &amp; 8 cognitive outcomes such as self-confidence. Evidence suggests that the impact is greater for more vulnerable students.</i></p>	6

**Total budgeted cost: £14,036 (£549 carried over)**

## **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.

#### **Evaluation of Pupil Premium Performance**

Due to COVID-19, performance measures have not been published for 2020 to 2021. During the lockdown period, three families took up the offer of sending their children into school. All Pupil Premium children were offered school laptops to be used to access the Remote Learning provision. Of the children attending, two took up the offer. All except accepted the offer of lunch vouchers.

#### **Attainment and Progress**

Of the nine Pupil Premium children on role for the academic year 2020-21, eight of the children are working below the expected expectation for their age in either Reading, Writing or Maths, with five working below in all three areas. One child is working at ARE or above in all three areas. However, all but one child has made expected progress or above in either Reading, Writing or Maths. Five children have made expected progress or above in all three areas. One child, who attended school throughout all lockdown periods, made better than expected progress in Reading, Writing and Maths.

### **Outcomes of Ended Strategy Plans**

Part of the funding was used last year to purchase a rich variety of fictional and non-fictional texts for our recently refurbished library. This has ensured that all children, including Pupil Premium children, have access to a wide range of fictional genres, as well as research resources to further enhance the curriculum. Children are now also able to take these books to read for pleasure at home.

### **Ongoing Strategies**

Last year funding was used to purchase Target Tracker. This has enabled us to carefully track and identify children to ensure that the right intervention is implemented. Funding has also been used to provide a pre-teaching morning club which has enabled us to teach areas fundamental areas, ensuring that the children can access the learning for that week. Additionally, funding was used to provide 'Helping Our Pupils Emotionally (HOPE)'. This has been vital in supporting children with their emotional health and wellbeing. These areas will continue to be funded this year.

## **Externally provided programmes**

<b>Programme</b>	<b>Provider</b>
Busy Ants Maths	Collins
Big Cat Reading	Collins
White Rose Maths	Trinity MAT