

## Leasowes Primary School Pupil Premium Strategy Plan



This statement details our school's use of pupil 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 effect that the previous 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>4.6%</b>
Academic years that our current pupil premium strategy plan covers	<b>2<sup>nd</sup> of 3 years</b>
Date this statement was published	<b>November 2022</b>
Date on which it will be reviewed	<b>September 2023</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	£24,385
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£549
<b>Total budget for this academic year</b>	<b>£26,934</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, with early readers becoming fluent rapidly. 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 have access to information that affects us on a scale beyond our own environment, such as current affairs; difference and diversity; and environmental issues.
7. All children are able to access the full curriculum, including learning experiences such as Outdoor Adventure, 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 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 to 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>• Children are accurately assessed for ability to ensure that all children are reading a book that is challenging but accessible.</li> <li>• 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 outdoor adventure, educational visits and residential.</p>	<ul style="list-style-type: none"> <li>• Our curriculum is fully inclusive in its design, with all children accessing all curriculum experiences.</li> </ul>
<p>All children have access to information that affects us on a scale beyond our own environment, such as current affairs, difference and diversity; and environmental issues.</p>	<ul style="list-style-type: none"> <li>• Children are able to form well rounded opinions regarding current affairs and environmental issues.</li> <li>• Children are able to relate their own backgrounds and experiences with those of others, both Nationally and globally.</li> <li>• Children are able to identify the differences and diversities between their own lives and those of others around the World.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching

Budgeted cost: **£4137**

Activity	Evidence that supports this approach	Challenge addressed
<b>Purchase of Data Tracking system</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>Purchase of online reading assessment tool</b>	<p>Teachers are able to regularly and accurately assess children's reading ability, ensuring that the book allocated matches the needs and interests of the child.</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: **£9500**

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: **£7769**

Activity	Evidence that supports this approach	Challenge No. addressed
<b>HOPE is in place to support children regarding their emotional health and wellbeing</b>  <b>Staff are trained in Emotion coaching</b>	Children who are able to access pastoral support regarding their emotional health, wellbeing and self-regulation will be happier in themselves and therefore happier in their learning. Children who are able to understand and accept their emotions and are able to separate this from the behaviour have greater success at embracing strategies to enable them to self-regulate. <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> <i>EEF Teaching and Learning Toolkit (Metacognition and Self-Regulation): Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</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</i>	2, 3

	<i>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 subjects like reading and mathematics. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive.</i>	
<b>Access to child friendly current affairs resources.</b>	Children with a deeper understanding of current affairs are able to reason about topical subjects, such as the environment, and therefore build justified opinions. Additionally, children are able to deepen their understanding of how people's lives in other parts of the world differ to ours, economically and culturally. <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>	4,6
<b>Access for all to Forest School provision</b>	Children able to access at least half a term of Forest School will be exposed to rich cultural capital, providing them with new experiences as well as opportunities to build confidence in working collaboratively, therefore impacting academic learning. <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 cognitive outcomes such as self-confidence. Evidence suggests that the impact is greater for more vulnerable students.</i>	7
<b>Help with costs of educational visits and residential</b>	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. <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 cognitive outcomes such as self-confidence. Evidence suggests that the impact is greater for more vulnerable students.</i>	7

**Total budgeted cost: £21,406 (£5528 carried over to following year)**

## 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 2021 to 2022 academic year.

<p>We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.</p> <p><b>Phonics Screening Check:</b> 100% of PP children achieved this</p> <p><b>End of KS1 SATs:</b> 100% of children Achieved ARE in Reading, Writing and Maths combined</p> <p><b>End of KS2 SATs:</b></p> <p><b>Reading:</b> 100% ARE, 66% GDS</p> <p><b>Writing:</b> 100% ARE, 33% GDS</p> <p><b>Maths:</b> 66% ARE, 33%GDS</p> <p><b>Combined:</b> 66% ARE</p> <p>All PP children across the school made expected progress or above in all core areas of learning.</p>
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### Review of Outcomes

Subject Leader time has proved to be invaluable in providing impactful CPD for all teaching staff, by allocating time to prepare this CPD to the leaders at the right time. As 'Develop' areas of the curriculum, training has been prioritised in RE, Music, MFL. Scrutiny of lessons and books show that this has had a direct impact on further improving these provisions. Additionally, training has taken place in all core areas, as well as SEND and analysis of data.

Morning club has taken place each day, with children spending additional time on basics within reading, grammar and number, as well as completing pre-teaching activities; preparing children for the learning taking place within the school day. All KS2 Pupil Premium (PP) children have been invited to this with a high uptake. This has played a part in ensuring that all PP children have made expected progress or above in all core areas of learning. In addition to morning club, carefully planned interventions within the day have ensured that where necessary, children's learning has taken place in smaller groups. All initiatives have supported the children to grow in confidence: this year, PP children have embarked on significant leadership roles.

The purchasing of Target Tracker has enabled us to track performance of PP children to ensure any falling behind their peers are quickly identified and the right support is put into action.

The purchasing of First News has ensured that children are exposed to current affairs and are able to discuss the impact of the news nationally and globally, relating this to their own lives and understanding differences in life around the world. This has included discussions relating to their rights as well as issues such as climate change.

'Helping Our Pupils Emotionally' has continued to be a vital resource in supporting children dealing with difficult times in their lives. Children have accessed this provision for a number of reasons; such as support with social skills, bereavements and family splits. This has helped the children to interact with everyday school life rapidly.

Finally, school has used the funding to ensure that all disadvantaged children have been able to attend all educational visits and residential. For example, last year three children in year 6 attended a week's residential, accessing many new and exciting experiences, without the family needing to worry about the cost of this. This has ensured that all children have accessed the full curriculum provision last year.

### Externally provided programmes

Programme	Provider
Busy Ants Maths	Collins
Big Cat Reading	Collins
White Rose Maths	Trinity MAT
Little Wandle Phonics	Wandle Learning Trust
2Eskimos Online Reading Assessment	2Eskimos Ltd
First News	First Group Enterprises
Picture News	Picture News Ltd