

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	Leasowes Primary School
Number of Pupils in School	430
Proportion (%) of Pupil Premium Eligible Pupils	3%
Academic years that our current pupil premium strategy plan covers	3rd of 3 years
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement Authorised by	Mrs G Bettany
Pupil Premium Lead	Mr B Coombs
Governor / Trustee lead	Mr M Rowell

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,500
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£22,500

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 and ambitious curriculum that will ensure a well-rounded education that is enhanced by enrichment opportunities and memorable moments that excite and encourage lifelong learners. 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. The need for support within learning is identified quickly so that all children make expected or above progress.
2. Extra support is available for all identified so that the children are prepared for current learning.
3. The children at Leasowes are confident in their reading. They read to learn as well as reading for pleasure.
4. Leasowes children have access to support that will enable them to positively develop their mental health and wellbeing.
5. 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
The need for support within learning is identified quickly so that all children make expected or above progress.	<ul style="list-style-type: none"> All teachers know how to analyse class data and understand how to prioritise intervention. All teachers know the disadvantaged children and their attainment and progress within the context of the class and year group. All teachers understand the importance of progress in the context of disadvantaged pupils.
Extra support is available for all identified so that the children are prepared for current learning.	<ul style="list-style-type: none"> Children are identified who will benefit from attending morning club; therefore, accessing additional learning. Pre-teaching activities are in place that link to the week’s learning. All adults linked to the child’s learning are fully aware of their needs, targets and the planning for the following week. Interventions are planned with realistic and achievable goals, therefore promoting progress.
The children at Leasowes are confident in their reading. They read to learn to read to learn, as well as reading for pleasure.	<ul style="list-style-type: none"> The school library learning hub, classroom libraries and online resources are used effectively to research areas of the curriculum. Children are exposed to current affairs, including up to date news items. The libraries have an extensive range of up to date fictional books appropriate for all learners.

	<ul style="list-style-type: none"> • A system is in place where all children are able to borrow books for a period of time. The library learning hub is accessible during lunchtimes as well as times allocated to classes. • Children are accurately assessed for ability to ensure that all children are reading a book that is challenging but accessible. • Children are encouraged to become independent learners who understand their accountability for their own learning.
<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"> • In times of need, there is always someone to talk to regarding the child's emotional health and wellbeing. • Staff are trained in Emotion coaching. • Trained HOPE leaders who deliver this in the time allocated. • We are a Rights Respecting School; therefore, all children are educated in what their rights are as a child, and how their lives compare to those of children from other areas of the World.
<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"> • Our curriculum is fully inclusive in its design, with all children accessing all curriculum experiences.

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: **£2674**

Activity	Evidence that supports this approach	Challenge addressed
Purchase of Data Tracking system	<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>	1, 2
Purchase of online reading and spelling assessment tool	<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>	1,2

Targeted academic support

Budgeted cost: **£5085**

Activity	Evidence that supports this approach	Challenge No. addressed
Extra teaching through morning club including spelling and reading resources to support this	<p>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.</p> <p><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 subjects like reading and mathematics. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive.</i></p>	1,2

Wider Strategies

Budgeted cost: **£14,741**

Activity	Evidence that supports this approach	Challenge No. addressed
<p>HOPE is in place to support children regarding their emotional health and wellbeing</p> <p>Staff are trained in Emotion coaching</p>	<p>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.</p> <p>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.</p> <p><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></p> <p><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></p>	4
<p>Purchase of annual membership of RRS, allowing the school to link assemblies, teaching and learning to the children's rights through use of UNICEF Convention on the Rights of a Child.</p>	<p>Children who understand their rights as a child have a further improved mental health and wellbeing and are therefore happier in themselves and their learning.</p> <p><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></p>	4
<p>Access for all to challenging and diverse texts through employment of librarians throughout all lunchtimes</p>	<p>Throughout lunchtimes, children are able to access a wide range of texts, signing these out to take home and read, therefore encouraging a true love of reading, enabling the children to learn to read to read to learn.</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>	3
<p>Access for all to Forest School provision</p>	<p>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.</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 cognitive outcomes such as self-confidence.</i></p>	5

	<i>Evidence suggests that the impact is greater for more vulnerable students.</i>	
Help with costs of educational visits and residential	<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 cognitive outcomes such as self-confidence. Evidence suggests that the impact is greater for more vulnerable students.</i></p>	5

Total budgeted cost: £26,934

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 2022 to 2023 academic year.

<p>We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.</p> <p>Phonics Screening Check: 100% of PP children achieved this</p> <p>End of KS1 SATs: 100% of children Achieved ARE in Maths (1 child)</p> <p>MTC: 1 child scored 21, 2 scored 25</p> <p>End of KS2 SATs:</p> <p>Reading, Writing and Maths Combined: 100% ARE (1 child)</p> <p>All PP children across the school made expected progress or above in all core areas of learning.</p>
<p>Review of Outcomes</p> <p>Subject leader time has continued to play a key part in delivering CPD to all teaching staff, that has ensured a rigorously planned and implemented curriculum that ensures that all children are provided with quality first teaching first and foremost. Our equitable culture and ethos provides all children with the same learning experiences, with scaffolding and support provided where needed. Scrutiny of lessons and books show that the CPD provided has had a direct and consistent impact on the quality of teaching and learning.</p> <p>All disadvantaged children have been invited to Morning Club, with a high uptake. This runs every day of the week and throughout the year, before school time begins. This has enabled the disadvantaged children who choose to attend additional learning time that is carefully planned to link to the current learning in class. Alongside this pre-teaching, morning club also provides children with activities that will further embed the basics within reading, spelling, grammar and number. This has helped these children to keep up with their peers. In particular, all three year 4 children attending scored over 21, with two scoring 25. All three are low attainers in maths who have now grown in confidence. In addition, funding enabled the school to provide maths and reading intervention, ensuring that all disadvantaged children - including those working at GD - were able to spend time working in smaller groups. All these initiatives have enabled these children to grow in confidence within their learning. For example, the PP child in year 2 was able to make accelerated progress in order to achieve ARE in Maths through highly effective resources and quality first teaching. This has impacted their work across the curriculum, as well as giving them the confidence to take on leadership roles, such as Sports and Playground Leaders.</p>

Target Tracker continues to be an invaluable tool in identifying where intervention is needed in order to ensure that children keep up. With such a small number of Pupil Premium children, Target Tracker is essential in bringing their data together, creating a collective approach from all staff.

The purchase of 'Picture News', that is driven through 'Life Beyond Leasowes' assemblies, has ensured that all children are exposed to different and diverse cultures and communities from around the world, giving the children the opportunity to discuss current affairs and how other people's lives compare to their own. This is always linked to Rights Respecting School and the British Values.

Helping our Pupils Emotionally (HOPE) continues to support children who are going through difficult points in their lives. This year, HOPE has helped to support children dealing with bereavement, family splits, mental health and social interactions.

Additionally, the Pupil Premium funding has supported us in bringing equity to the curriculum by ensuring that all children, whatever their backgrounds, are able to attend all educational visits and residential organised by the school, therefore accessing the full curriculum offer.

Externally provided programmes

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