

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	425
Proportion (%) of Pupil Premium Eligible Pupils	3%
Academic years that our current pupil premium strategy plan covers	1st of 3 years
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
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	£19,240
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£19,240

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. Fundamentally, reading and the understanding of number are life skills, therefore at Leasowes we understand the need to ensure quality first teaching for all children by further enhancing the provision through the use of rich and effective CPD and resources. When carefully used in the planning process, this will give all children the opportunity to achieve well and help bring them success in life.

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 and in the understanding of number.
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 understanding of the fundamentals in reading and number.	<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. A system is in place where all children are able to borrow books for a period of time. The library learning hub is

	<p>accessible during lunchtimes as well as times allocated to classes.</p> <ul style="list-style-type: none"> • 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. • Effective resources are used to plan maths lessons that give clear understanding of the given concept. • There is a culture of ‘I can do Maths’ embedded at Leasowes, with all children understanding that they have the ability to achieve well.
<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. This is also linked to the British values.
<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: **£4325**

Activity	Evidence that supports this approach	Challenge addressed
Purchase of Data Tracking system £2698	<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 £960	<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. Additionally, teachers are able to quickly identify areas within spelling that need to be focused upon.</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 times tables resource and maths planning resource. £667	<p>Teachers are able to embed effective retrieval skills for remembering the fundamentals of number, such as times tables and the four operations, which can then be applied when tackling more complex concepts.</p> <p><i>Education Endowment Foundation (EEF) indicates that quick retrieval of number facts is important for success in maths. It is likely that pupils who have problems retrieving facts within the four operations, including number bonds and multiples, will have difficulty understanding and using mathematical concepts they encounter later on in their studies.</i></p>	1,2

Targeted academic support

Budgeted cost: **£4146**

Activity	Evidence that supports this approach	Challenge No. addressed
<p>Extra teaching through morning club including pre-teaching and practice.</p> <p>£4146</p>	<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> <p><i>Children can feel more positive about intervention prior to the lesson and, therefore, it can boost their confidence and self-concept (Polak, 2017)</i></p>	1,2

Wider Strategies

Budgeted cost: **£11,299**

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>£3584</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. £935</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>	<p>4</p>
<p>Access for all to challenging and diverse texts through employment of librarians throughout all lunchtimes £4785</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>	<p>3</p>
<p>Access for all to Forest School provision £995</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. Evidence suggests that the impact is greater for more vulnerable students.</i></p>	<p>5</p>
<p>Help with costs of educational visits and residential £1500</p>	<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>	<p>5</p>

Total budgeted cost: £20,270 (£1030 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 2023 - 24 academic year.

We have analysed the performance of our school’s disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, Multiplication Tables Checks and our own internal assessments.

End of KS1 SATs (non-statutory): All children Achieved ARE in Maths (3 children), 2 achieved ARE or above in Reading, Writing and Maths combined

MTC: 1 child scored 24, 2 scored 25

End of KS2 SATS:**Reading, Writing and Maths Combined:** 50% ARE or above

The two not achieving combined were both on the SEND register, both attended morning club every day and making excellent progress, 1 of the two achieving ARE in Maths.

Review of Outcomes

Subject leader time continues to play a crucial part in ensuring that key drivers identified in the School Improvement Plan have been implemented, ensuring that all areas of the curriculum have been further improved through CPD bespoke to the school, meeting the needs of all children. The CPD has ensured a consistent approach across all age groups in order that all children are provided with quality first teaching. Monitoring of all subjects clearly shows that the CPD has had a direct impact on further improving consistency and the quality of teaching and learning.

‘The curriculum is well designed and based on high-quality research.’ Ofsted Inspection Feb 2024

Morning club continues to be a great success. All disadvantaged KS2 children and service children have been invited to join this if applicable, with a very high uptake. This runs every day throughout the year and during our recent Ofsted inspection was seen as a great strength, enabling the school to ensure that children were given the opportunity to access all learning in the classroom through carefully planned pre-teaching, as well as providing extra time to practice and embed learning. Showing success in the classroom has helped the children to build confidence. This can be seen through the many children receiving Pupil Premium taking on leadership roles, such as the Junior Leadership Team, Playground Leaders, House Point Captains and the Eco team.

‘There is an extensive range of clubs and enrichment opportunities and leaders work well to maximise participation, especially for more vulnerable pupils. Morning club is highly effective in supporting pupils with their learning, for example.’ Ofsted Inspection Feb 2024

The use of Target Tracker, our data tracking system, has continued to enable us to identify children quickly who may need intervention in order to keep up with their peers.

‘Assessment is used highly effectively to identify and close any gaps in the pupils’ understanding.’ Ofsted Inspection Feb 2024

The use of Picture News and First Steps Online training has enabled us to drive an awareness of local, National and global current affairs, closely linking this to Rights Respecting Schools and the British Values, therefore ensuring that the children have the learning tools to become well rounded individuals ready to succeed in our ever-changing society.

We have found that Helping Our Pupils Emotionally (HOPE) has been a resource that is accessed by more and more children each year. This has enabled us this year to support children going through a number of difficulties including family splits, bereavements, anxiety 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.

‘The pupils’ personal development is at the heart of the curriculum at Leasowes.’

Ofsted Inspection Feb 2024

Externally provided programmes

Programme	Provider
Spelling Shed	Education Shed Ltd
TT Rockstars	Maths Circle Ltd
White Rose Maths	Trinity MAT

Little Wandle Phonics	Wandle Learning Trust
2Eskimos Online Reading Assessment	2Eskimos Ltd
Picture News	Picture News Ltd