

Pupil premium strategy statement: St Leonard's CE Primary

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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 | St Leonard's CE Primary |
| Number of pupils in school | 282 |
| Proportion (%) of pupil premium eligible pupils | 17.4% (2021/22) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021 to 2024 |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | October 2022 |
| Statement authorised by | Governing Body |
| Pupil premium lead | Kay Ferriday |
| Governor / Trustee lead | Amanda Smith |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £73,420 |
| Recovery premium funding allocation this academic year | £23,440 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £96,860 |

Part A: Pupil premium strategy plan

Statement of intent

At St Leonard's we want every pupil

- to have access to high quality teaching tailored to their individual needs. We will do this by using individualised interventions for appropriate pupils delivered by staff who have received high quality training.

We will further support pupils' learning

- by developing their emotional well-being and improving their self-esteem. In turn this should secure good attendance by all.
- We continue to strive to improve attendance and persistent absentees for PPG pupils to ensure they are not disadvantaged by lower attendance

Currently all staff are well trained and robust intervention is in place. We have had two staff trained as ELSAs (this is ongoing with support from Educational Psychology service). They deliver weekly 1 to 1 or small group sessions to support emotional well being. Extra to this we have the support of a qualified Play Therapist once per week to work with children who have more complex needs. PPG children catch up well and the gap in learning is closed by the end of KS2

Attainment 2020/2021

| | All Year 6 -38 children | PPG – 5 children |
|----------------|-------------------------|---------------------|
| Maths | Average point score | Average point score |
| | 102.6 | 102.3 |
| Reading | Average point score | Average point score |
| | 104.6 | 101.6 |

We believe that Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged and/or vulnerable, irrespective of whether they are eligible for funding. Indeed many of our pupils needing extra support are not necessarily those who fulfil FSM eligibility. The Pupil funding/Recovery grant sits in the main budget and is not ring fenced. Leaders consider the best use of the funding each year based on robust Data analysis and the careful consideration of the needs of all children.

Our Plan will –

- Focus on whole school strategies that impact on all pupils
- Support to targeted underperforming pupils
- Specific support targeted to pupil premium pupils

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Low academic starting points on entry to school |
| 2 | Low speech and language levels |
| 3 | SEND |
| 4 | Attendance due to COVID or specific medical needs |
| 5 | Lack of parental support – especially with distance learning |
| 6 | Emotional stability and well-being |
| 7 | Low self-esteem and resilience |

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 |
|---|---|
| 1. <i>For every pupil to have access to high quality teaching tailored to their individual needs.</i> | <i>For every pupil to make strong progress relative to their individual starting points</i> |
| 2. <i>Target wave 3 individualised interventions to appropriate pupils</i> | <i>Accelerated progress for wave 3 children</i> |
| 3. <i>Support pupils' learning by developing their emotional well-being and improving their self-esteem</i> | <i>Accelerated progress and good attendance</i> |
| 4. <i>When we can - Engage parents in all aspects of school life so they feel confident in supporting their child's education</i> | High engagement from parents at events – good attendance of children |
| 5. <i>Improve attendance and persistent absentees for PPG pupils to ensure they are not disadvantaged by lower attendance</i> | Attendance is in line with 'other' |

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 (for example, CPD, recruitment and retention)

Budgeted cost: £13,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|--|
| <i>Ensure all TAs have access to high quality CPD to enable teachers to tailor their teaching to individual's needs</i> | Well trained Staff able to support individuals and groups – good progress of pupils | 20 TAs 2 ELSA's 4 Wraparound staff |
| <i>Half termly checks on PP pupils' progress through our Pupil Progress meetings</i> | Strong progress of all pupils | 52 children |

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

Budgeted cost: £ 60,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <i>Employ high quality TAs to deliver recovery programs and individualized interventions across the school</i> | Good progress by identified pupils | 49 PPG 58 SEND |
| <i>A qualified teacher to co-ordinate UKS2 recovery support</i> | Well co-ordinated recovery support and good progress made by all children | 23 PPG 22SEN |
| <i>Robust identification of children's specific needs, using a range of assessment strategies</i> | Any gaps in learning identified and good progress is achieved | 49 PPG 58 SEND |
| <i>Use a range of specific planned activities to meet the identified needs of individuals</i> | Barriers to learning removed and gaps closed – good progress made | 49 PPG 58 SEND |
| <i>Commissioning of professional agencies to support the identification of pupils' complex needs</i> | Barriers to learning removed and progress accelerated | 4 PPG 6 SEND |
| <i>Purchase a range of specific resources to meet the identified needs of individuals</i> | Barriers to learning removed and progress accelerated | 49 PPG 58 SEND |
| <i>Staff employed and trained to deliver NELI programme</i> | Improved speech and language score by end of EYFS | 33 pupils |

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

Budgeted cost: £23,860

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|--|
| <i>Ensure all TAs have access to high quality CPD to enable teachers to tailor their teaching to individual's needs</i> | Well trained Staff able to support individuals and groups – good progress of pupils | 20 TAs 2 ELSA's 4 Wraparound staff |
| <i>Staff employed and trained to deliver NELI programme</i> | Improved speech and language score by end of EYFS | 33 pupils |
| Employ 2 ELSAs | Well trained and supported Staff able to support individuals and groups – good progress of pupils | 2 ELSAs – 25 pupils |
| <i>Staff to closely monitor attendance and work with parents to actively engage pupils. Especially if distance learning</i> | All pupils engaged and good attendance | 11 pupils |
| <i>Explore strategies to enthuse and reward children who attend well – e.g. – golden time; best class of the week; best class of the term; best class of the year; star attender of the school</i> | Good attendance | 282 pupils |
| <i>Where we can invite parents into school to learn alongside children or be supported in activities by staff e.g. phonics morning; impact for writing</i> | Attendance improves | 282 children |

Total budgeted cost: £96,860

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.

| Attainment 2020/2021 | | |
|----------------------|-------------------------|---------------------|
| | All Year 6 -38 children | PPG – 5 children |
| Maths | Average point score | Average point score |
| | 102.6 | 102.3 |
| Reading | Average point score | Average point score |
| | 104.6 | 101.6 |

Due to COVID many of our plans from last year will continue into next as impact could not be measured fully

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|-----------|----------|
| N/A | |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|--|
| How did you spend your service pupil premium allocation last academic year? | Please see all details provided for PPG and Recovery above. Service children accessed all support as necessary |
| What was the impact of that spending on service pupil premium eligible pupils? | 6 children – |

| | |
|--|---|
| | <p>All have made good progress from their starting points.</p> <p>2 from Nursery – on track in all areas</p> <p>2 in year 2- one on track but the other slightly behind in all areas</p> <p>1 in year 3 – exceeding in all areas</p> <p>1 in Year 6 – SEN slightly behind in reading and Maths but on track in writing.</p> |
|--|---|

Further information

A teacher in school is co-ordinating the UKS2 recovery provision. She will receive a TLR3 payment of £1000 allocated from this fund do the year.

Trust addition:

Please refer to the following documents also –

1. *SIP*
2. *Internal data tracking*
3. *NST test data*
4. *SEF*
5. *Intervention logs*
6. *SEND provision map*