

Pupil premium strategy statement: St Leonard's CE Primary

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	283
Proportion (%) of pupil premium eligible pupils	17.6% (2022/23)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 to 2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Governing Body
Pupil premium lead	Kay Ferriday
Governor / Trustee lead	Rose Patey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68651
Recovery premium funding allocation this academic year	£8625
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	£77,276

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 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 a teacher training to be a qualified Play Therapist. She will work once per week to work with children who have more complex needs.

Attainment 2021/2022

	All Year 6 - 47 children	PPG – 5 children
Maths	Average point score	Average point score
	102.7	100.4
Reading	Average point score	Average point score
	105.9	105.3

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
- Support specifically in Maths to ensure no gap by the end of KS2
- 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>Engage parents in all aspects of school life so they feel confident in supporting their child's education</i>	<i>High engagement from parents at events – good attendance of children</i>
5. <i>Improve attendance and persistent absentees for PPG pupils to ensure they are not disadvantaged by lower attendance</i>	<i>Attendance is in line with or above National</i>

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: £14,700

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 Play Therapist - training
<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	26 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>Employ a HLTA for 12 hours to support intervention across the school</i>	Improved speed of recovery and understanding	
<i>Staff employed and trained to deliver NELI programme</i>	Improved speech and language score by end of EYFS	26 pupils
Employ 2 ELSAs	Well trained and supported Staff able to support individuals and groups – good progress of pupils	2 ELSAs – 30 pupils
<i>Staff to closely monitor attendance and work with parents to actively engage pupils. Especially persistent absentees</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	283 pupils
<i>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	283 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)

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?	5 children –

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Schools Partnership

All have made good progress from their starting points.

2 from Reception – on track in all areas

2 in year 3- one on track but the other slightly behind in all areas

1 in year 4 – exceeding in all areas



Further information

Trust addition:

Please refer to the following documents also –

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