

Pupil premium strategy statement – Lea Community Primary School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, 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) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	252
Proportion (%) of pupil premium eligible pupils	87 (35%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 until 2025-2026
Date this statement was published	21/12/2023
Date on which it will be reviewed	July 2024
Statement authorised by	Lynne Slater
Pupil premium lead	Jess Giles
Governor / Trustee lead	John Swindells

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£137,305
Recovery premium funding allocation this academic year	£19,646
<p>Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i></p> <p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	£0
<p>Total budget for this academic year</p> <p><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	£156,951

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already higher attainers.

When we make decisions about using Pupil Premium funding we consider the context of our school and the subsequent challenges faced. Research conducted by EEF is used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, challenging behaviours and attendance and punctuality issues. Disadvantaged children entering school commonly present with lower attainment than their peers. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.*
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates for disadvantaged pupils*
- ✓ To increase attendance and punctuality of disadvantaged pupils*
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.*

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils*

- *Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed*
- *When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged*
- *We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.*
- *Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.*

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- *Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is of a consistently high standard.*
- *To allocate additional teaching for targeted year groups to support teaching and learning and deliver timely, targeted interventions.*
- *1-1 support.*
- *Additional teaching and learning opportunities and interventions provided through teachers, TA's or external agencies.*
- *All our work through the pupil premium will be aimed at accelerating progress, to ensure children reach their full potential.*
- *Pastoral Leader role to support the whole family in order to secure positive outcomes.*
- *Additional pastoral and learning support.*
- *Support funding for disadvantaged families towards opportunities and educational visits to broaden children's experiences beyond the classroom.*
- *Behaviour support*

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of

disadvantaged. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are supported and challenged in the work that they are set*
- when need is identified, act early to provide support and intervention to prevent widening of the gap.*
- develop a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations for our children.*

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations demonstrate that our disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers across school.
2	Assessments and observations demonstrate that our disadvantaged pupils generally have greater difficulties with their maths than their peers. This negatively impacts their development with maths as they progress through school. Observations show that a high level of disadvantaged pupils have limited support with learning at home.
3	Assessments and observations demonstrate that our disadvantaged pupils generally have greater difficulties with their reading and writing than their peers. This negatively impacts their development with reading and writing as they progress through school. Observations show that a high level of disadvantaged pupils have limited support with learning at home.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are supported by national studies.
5	Our attendance data shows that the attendance of disadvantaged children is slightly below non-disadvantaged children. Attendance for the academic year Autumn 23: Disadvantaged children attendance - 90% Whole school - 94% Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
Implement a consistent scheme of learning for phonics teaching across KS1 and catch up phonics in KS2	Phonics tracker shows that increasing numbers of disadvantaged children can confidently apply age related phonics in reading and writing by the end of the academic year. Data from Y1 phonics assessments (Summer 2023) demonstrated an upward trajectory.
Accelerated progress in maths for disadvantaged pupils (Summer term 24)	The majority of disadvantaged children make accelerated progress in maths.
Accelerated progress in reading and writing for disadvantaged pupils (Summer term 24)	The majority of disadvantaged children make accelerated progress in reading and writing.
To sustain a culture of positive wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from September 2023 are evident in pupil voice, parent surveys and classroom and social environments. Feedback from pastoral leader evidences positive outcomes from targeted wellbeing interventions. Places for disadvantaged children for extra-curricular activities are reserved to increase participation and opportunities for our disadvantaged children. Opportunities for mental health learning are threaded throughout the curriculum for all children.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> the overall attendance target for all pupils being 96%. The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2024/25

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: £13,451

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of LA Spelling programme to secure stronger phonics teaching for all pupils and apply spelling rules.</p> <p>Purchase of additional phonics based reading books to support weekly application of sounds.</p>	<p>Phonics approaches to spelling have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: EEF: Improving Literacy in Key Stage 1</p>	1, 3
<p>Maths lead to access CPD from NCETM as a local leader of mathematics education.</p> <p>Cascade training to all teaching staff.</p> <p>Increase monitoring of maths.</p> <p>Embedded the use of Maths seeds and Mathletics, timestable rockstars.</p> <p>Complete gap tasks.</p> <p>Implement fluency tasks for KS2.</p> <p>Implement mastering number tasks for KS2 and embedding within KS1. Purchase of more practical maths resources to support</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in EYFS and KS1 and Improving Mathematics in KS2 and KS3</p>	2

mastering number and the mastery approach.		
<p>CPD through TALK programmes with the local authority for Years 1-6 for teachers new to year group.</p> <p>Engaging in moderation sessions through the TALK programme with other local schools.</p> <p>Knowledge from English Subject Leader networks cascaded during staff meetings.</p> <p>Increased moderation/book scrutinies through the monitoring and evaluation schedule.</p> <p>Complete gap tasks.</p> <p>Embedding the use of Reading Eggs and IDL.</p>	<p>The EEF guidance is based on a range of the best available evidence: Improving Literacy in KS1 and Improving Literacy in KS2</p>	3
<p>CPD for whole school for using the Thrive Approach.</p> <p>CPD for whole school on My Happy Mind.</p> <p>Resources to be purchased for sensory diets/sensory circuits.</p> <p>Sensory toys to be purchased for classrooms and pods.</p> <p>Classroom resources to be purchased to establish a calm area in each class.</p> <p>Embed the use of self-regulation pods.</p> <p>Curriculum resources to support wellbeing</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	4

and mental health becoming en-twined throughout curriculum delivery. Release time for staff to embed this.		
<p>Part of TASS project with local authority looking at whole school attendance improvements.</p> <p>CPD for office staff on whole school attendance analysis.</p> <p>Embedding the use of Attendasaurus to promote good attendance throughout school.</p>	<p>Current priority for the Local Authority as attendance is a local priority throughout Lancashire.</p> <p>Also, a national priority with the DFE: Working together to improve school attendance</p>	5

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

Budgeted cost: £95,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Dedicated member of staff to lead wellbeing and mental health and delivers bespoke intervention.</i></p> <p><i>CPD for TA delivering interventions.</i></p> <p>Dedicated TA time to deliver wellbeing interventions.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	4
<p><i>Engagement with National Tutoring Programme to buy in EAL tutoring support to support all EAL children including disadvantaged.</i></p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p>	1,2,3

<p><i>Employment of additional teachers to support targeted teaching for disadvantaged children to improve reading, writing and maths.</i></p> <p><i>CPD for all KS2 staff to be able to deliver targeted phonics support for children in KS2.</i></p> <p><i>Pupil conferences in place to support identified 4 children every half term. Additional pupil progress meeting to monitor progress for these 4 children.</i></p> <p><i>Implementation of bespoke 1:1 for disadvantaged pupils by trained staff and parent volunteers</i></p>	<p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in EYFS and Key stage 1</p> <p>EEF: Improving Literacy in KS1 and Improving Literacy in KS2</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Weekly attendance monitoring to identify families who require support.</p> <p>Pastoral leader supports identified families to implement strategies for improvement in attendance and punctuality.</p> <p>EBSA CPD – ATTEND Framework for Pastoral Lead.</p> <p>Pastoral Leader provides transport for families struggling to ensure that children attend school.</p>	<p>Current priority for the Local Authority as attendance is a local priority throughout Lancashire.</p> <p>Also, a national priority with the <u>DFE: Working together to improve school attendance</u></p>	5
<p>Breakfast club funding is used to support social and academic progress of disadvantaged children.</p>	<p>https://www.family-action.org.uk/what-we-do/children-families/breakfast/</p>	1,2,3
<p>Dedicated pastoral leader to support parents and signpost to relevant external agencies.</p>	<p>https://www.jrf.org.uk/press/raising-child-and-pensioner-poverty-shows-why-covid-</p>	4

Pastoral lead to make referrals to charities and food banks for disadvantaged children in need.	inquiry-must-consider-its-impact Context of circumstances of families within our school.	
Programme of parental engagement sessions such as coffee mornings and subject specific information evenings to support learning at home.	EEF: Working with Parents to Support Children's Learning	1, 2, 3 and 4
Subsidising or funding wider opportunities for disadvantaged children such as theatre trips, residential visits, educational visits and sporting activities such as Judo	Context of circumstances of families within our school. Allows children access to these opportunities that they wouldn't get outside of school	4

Total budgeted cost: £156,951

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to residual COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted pastoral and learning interventions where required. We are building on that approach with the activities detailed in this plan.

As evidenced in schools across the country, “bubble closures” were most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions with consistency to the degree we had intended and this was very disruptive to children’s progress and attainment. This has also been compounded due to the impacts on our families as a result of the cost of living crisis.

The impact of the pandemic and cost of living crisis still has residual impacts, particularly for our disadvantaged children, and we are working hard as detailed within this plan, to close the attainment gap between disadvantaged children and their peers, support attendance at school and continuing to support the mental health and well-being of our children and their families.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Reading Eggs	3P Learning
EAL Tutor	Lancashire County Council
Bedrock Learning	Bedrock Learning
IDL	IDLS Group
Times Table Rockstars	Times Table Rockstars
Learning by Questions	Learning by Questions
White Rose Maths	White Rose Education
TALK Projects	Lancashire County Council