

Leamington Community Primary School

Pupil Premium Strategy Statement



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

<u>Detail</u>	<u>Data</u>
School name	Leamington Community Primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	46.2%
Academic year/years that our current pupil premium strategy plan covers	2021-23
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Paul Vine
Pupil premium lead	Paul Vine
Governor / Trustee lead	Dawn Mercer

Funding overview

<u>Detail</u>	<u>Amount</u>
Pupil premium funding allocation this academic year	£258,240
Recovery premium funding allocation this academic year	£33,280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£291,520

Part A: Pupil premium strategy plan

Statement of intent

Underpinning our strategies for improvement is assessment, intelligent use of data and key information. Clear analysis allows us to address social, emotional and learning needs with a range of appropriate resources resulting in the accurate targeting of underperformance, leading to effective closure of gaps. Assessments, both formative and summative constantly inform our planning, teaching and learning. All data is cross referenced so a child's strengths are widened across all subjects. Regular daily feedback and encouragement during every lesson within a positive learning environment, results in pupils who believe in themselves and are motivated to succeed and achieve.

An effective, stimulating and engaging curriculum, reflecting children's learning needs through modern culture and their own interests, is crucial to captivate learners and accelerate progress. In order to facilitate the wide range of needs across each cohort, children are sometimes grouped for ability in English and Maths with an additional teacher in EYFS and Y6. This has reduced group size greatly. Our most vulnerable children benefit from quality first teaching and small groups with our experienced teachers supported by well qualified Learning Support Officers. This provision allows for effective intervention with clear differentiation and facilitates an immediate response to any misconceptions on a daily lesson basis. Additional support to address more significant learning gaps is provided through afternoon interventions. Key to this provision is consistency in staff that know and understand a child's strengths and more importantly their weaknesses.

Our most vulnerable children receive daily learning of basic skills. We have also created a SEN Base for our EYFS and KS1 children with complex learning difficulties. Children work with our EYFS Lead, SENCO and trained support staff. This intense personalised programme will result in the majority of children being re-integrated back into their year group and achieving within national expectations. A range of resources which are age appropriate yet also match the stage of learning have had a significant impact upon children's engagement resulting in good progress.

Technology plays an important role throughout the school both as a tool to reinforce concepts as well as to engage and enrich learning. All staff have high expectations of all children.

The quality of teaching and learning is consistently good, some being outstanding. Expertise is shared across the school resulting in constant improvement. No time is wasted, no opportunity lost. We expect nothing less than the 'best' for every child; as echoed in our school motto - Together we make a Difference.

Challenges

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

Challenge number	Detail of challenge
1	Many disadvantaged pupils at our school start their education at a lower level of achievement in reading, writing, mathematics and oracy than other pupils. They have had less exposure to a wide vocabulary and less experience of number and familiarity with reading. Pupils often lack metacognitive approaches. Poor memory skills and the inability to transfer knowledge to long term memory can impact pupil progress and attainment.
2	Immature development socially, emotionally and physically
3	Limited involvement in school and poor attendance
4	Lack of access to technology/sports/clubs etc.
5	Low IQ, specific learning/health needs which have not been identified/accepted by families resulting in delayed intervention and support.
6	Vulnerable parenting - dysfunctional home: mental health, domestic violence, poor basic skills, unemployment, drugs and alcohol.
7	Some of our most able disadvantaged pupils do not have aspirational home backgrounds. Some of our disadvantaged pupils have limited opportunities for social, cultural or educational experiences beyond their immediate environment
8	Due to a lower exposure to a wide vocabulary at home many of our pupils in receipt of PPG find reading comprehension challenging and perform less well than their peers. Many families have Poor language/communication skills
9	Poor self-esteem/lack of confidence (children and parents) resulting in low expectations and aspirations.
10	Many of our disadvantaged pupils live in cramped, busy households which limits their access to materials and experiences supportive of educational success. This affects pupil confidence and knowledge of the key basic skills such as times tables and spelling development.

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. PPG funding is used to part fund key interventions for vulnerable children and priority is given to children eligible for PPG. Provision for our children who are looked after is subject to specific scrutiny and review as our most vulnerable group.

Whole School Priorities

- To ensure that pupils leave Year 6 at a standard this will allow them to successfully access the KS3 curriculum.
- To ensure that most able pupils are challenged and reach a standard this will allow them to successfully access the next stage of the curriculum.
- Further develop oracy and knowledge of basic skills e.g. times tables, spellings.
- Engage parents and develop strong home school links to support learning and oracy.

Intended outcome	Success criteria
<ul style="list-style-type: none"> • To ensure that disadvantaged pupils in EYFS close the gap between baseline and the end of their Reception year. • To ensure that disadvantaged pupils achieve at least as well as all pupils nationally in the phonics check, timestable check, at the end of KS1 in reading, writing and mathematics and by the end of KS2 in reading, writing, mathematics and GSP. 	<ul style="list-style-type: none"> • % of pupils reaching expected standard in comparison to other pupils nationally. • Achievement of disadvantaged pupils across school in comparison to all pupils nationally. • Progress of identified disadvantaged pupils reaching the higher standard because of intervention. • Phonics check data for disadvantaged pupils is above that of all pupils nationally. • Timestable check data for disadvantaged pupils is above that of all pupils nationally.
<ul style="list-style-type: none"> • To increase the number of disadvantaged pupils who achieve at a greater depth at the end of KS1 and KS2 across reading, writing, mathematics. 	<ul style="list-style-type: none"> • Data collection points in December and June show progress in disadvantaged pupils attaining the higher standard. • Year 2 and Year 6 meetings demonstrate progress for key pupils through gap analysis.
<ul style="list-style-type: none"> • To ensure the attendance of pupils in receipt of PPG is above 96%. 	<ul style="list-style-type: none"> • Reduction in persistent absence for PPG group. • Attendance data analysis at half-termly meetings shows figures for disadvantaged pupils above 96%.
<ul style="list-style-type: none"> • To address the gap in cultural capital through enrichment experiences to enable structured opportunities to develop knowledge, language, and communication. • To ensure high degree of engagement and opportunity for parents through coffee morning workshops and enrichment activities. 	<ul style="list-style-type: none"> • Experiences and visitors planned for all pupils across the year. • Provision of a wide range of extra-curricular activities • accessed by disadvantaged pupils at subsidised cost to allow children to participate experiences that are not provided within the home environment.
<ul style="list-style-type: none"> • To support the most vulnerable pupils in receipt of the PPG to achieve their full potential by ensuring access to in school therapeutic services which develop social and emotional well-being. 	<ul style="list-style-type: none"> • Good progress for target groups in R,W,M. • S&L therapy reports indicate impact. • Therapy reports indicate impact. Feedback reports from Unlocking Potential measuring intervention and impact.

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: £25,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training to support Quality First Teaching across the school to support all groups of children but particularly those disadvantaged, SEN and More Able	<p>Supporting the Attainment of Disadvantaged Pupils identifies high quality teaching as a key aspect of successful schools. DFE, 2015.</p> <p>"Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend." (Sutton Trust Report, 2011).</p>	1,2,5,8,9,10
Release time for middle leaders to provide additional coaching / mentoring support for Early Career, Recently Qualified Teachers and new to school induction in order to ensure consistency in outcomes for all pupils	<p>Coaching for teaching and learning: a practical guide for schools identifies that teachers' learning and development underpins school improvement and provides a vehicle for raising achievement and attainment. When teachers' learning is based on their genuine assessment and understanding of pupils' learning they can start to make adaptations to their practice which can lead to real differences in outcomes. (National College, 2010).</p> <p>Within the school context, there are three new members of staff including one Early Career Teacher and one NQT.</p>	1,2,5,8,9,10
Teaching Assistant training to enable targeted interventions within the classroom to ensure effective challenge from starting points and the lowest 20% catch up quickly	<p>Making Best Use of Teaching Assistants identifies that research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2-0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes. EEF, 2021.</p> <p>Within the school context, training, development and evaluation of intervention undertaken by teaching assistants is in place to ensure identified pupils catch up quickly.</p>	1,2,5,8,9,10
Home reading books and topic book resources are regularly replenished to ensure pupil access to high quality texts is consistent to	<p>Book accessibility is imperative for developing positive reading habits and engagement in reading for pleasure (DFE, 2012). Limitation of vocabulary knowledge is a predictor of achievement which is often linked to socio-economic status. A word gap study suggested that pupils</p>	1,2,5,8,9,10

ensure breadth of reading opportunity	growing up in poverty hear about 30 million fewer words in a conversation by age 3 than those from more privileged backgrounds and that the lack of exposure to words and books has an impact on both their literacy and numeracy attainment, (OUP, 2018). Within the school context, a strategy plan for evaluation and development of reading resources is undertaken annually to support breadth of reading opportunity.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £162,708

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ specific teaching assistants to lead language sessions and school based catch up interventions across the school. Including NELI Sp+L, RWInc. Phonics.	Communication and language approaches emphasise the importance of spoken language and verbal interaction for children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning, (EEF 2021). Within the school context, the specific investment of an additional teaching assistants to deliver speech and language intervention is in place to ensure capacity, consistency in provision and rapid progress for pupils identified with need.	1,2,5,8,9,10
DHT small group support, booster classes (identified Year 6 pupils)	Small group tuition has an impact by providing additional support that is targeted at pupil needs. The reduction in the ratio of pupils to teacher compared to a regular classroom setting also allows for closer interaction between educators and pupils. The EEF report that this can have an impact of 4 months across a year, (EEF 2021).	1,2,5,8,9,10
Online mathematics/English programmes including: IDL, Mathletics and TT Rock Stars home learning access (across the school)	Digital technology can add up to +4 months progress (EEF, 2019). Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.	1,2,5,8,9,10
Extra Teachers in Reception (FT), Years 1 and 2. To provide targeted support for pupils at risk of underachievement.	Reducing class size has an impact of 2+ months on pupils. There is some evidence for additional benefits of smaller class sizes with younger children, so smaller class sizes may be a more effective approach during the early stages of primary school.	1,2,5,8,9,10

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

Budgeted cost: £103,132

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment opportunities including: subsidised residential visit (PGL) for children in receipt of the pupil premium grant	The EEF, consider evidence based research unpicking the 'enriching' of education and the intrinsic benefits to ensure all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.	4,7
Learning mentors supporting for vulnerable children across EYFS, KS1 and KS2	<p>Learning mentors are effective in promoting pupil motivation and thereby positively affecting outcomes of attainment, confidence, homework and focus in lessons (UoC, 2017).</p> <p>EEF identifies 3 months + behaviour interventions are effective and benefit all pupils in the classroom by ensuring a maintained purposeful learning environment where need is identified.</p>	2,9
Full time School Attendance Officer to track and monitor lates, (including home visits) and identified external support for vulnerable children.	Pupils need to be in school to learn and achieve. There is a direct link between pupil achievement at KS2 and KS4 and attendance . Pupils with no absence are 1.6 times more likely to achieve age expected, and 4.7 times more likely to achieve more than expected, than pupils that missed 15-20 percent of all sessions, (NFER, 2015).	3
Full time Family Support Worker to work with vulnerable families and those needing extra support and intervention. (EHAT)	Family support workers can help vulnerable families establish routines, improve attendance and support their children - FSW	2,3,5,6,7

Total budgeted cost: £ 291,520

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.

Due to COVID 19 end of year attainment for 2020 - 2021 is not available. The changes to educational provision caused by the COVID-19 means our use of the funding has been adapted to meet pupil need whilst maintaining, where possible, the principles outlined in the plan.

During the partial closure, the following key steps were taken to ensure that barriers to learning continued to be a focus including vulnerable pupils attending school, ensuring accessibility to home learning resources and family support through twice weekly contact for those identified as highly vulnerable.

Teacher assessment data was collated in December 2020 and June 2021. Data identified that in all year groups from Year 1 to 6, disadvantaged pupils made good progress in reading, writing and maths although this was hampered by the school closure from 04.01.2021 to 23.03.2021. School tracking data clearly showed pupils were catching up for all cohorts. Tracking data showed that largest gap for disadvantaged pupils is in Key stage. Children who require additional support have been identified. Typically, children receiving small group intervention made the expected progress in in the core subjects.

Therapeutic support sessions provided by the inclusion team have been accessed by disadvantaged pupils inclusive of play or art therapy, talk time sessions, occupational therapy and additional speech and language support.

Families have benefitted from advice and support through additional workshops and interventions organised by the Inclusion Team, resulting in better engagement with school. This is demonstrated by attendance at coffee mornings.

A continued programme of investment in quality resources to facilitate teaching and support learning continues to enhance engagement. Additional funding has been invested to enhance the curriculum provision relevant to our context. Within this the investment in quality, first hand experiences e.g. residential trips, day trips, visitors and resources continue to be a priority and a high number of disadvantaged children access this provision.

A significant investment in reading materials matched to the needs of the children will have a long-term impact.

Attendance for the year was higher than the national average at 96.9% for the year. This was in the lowest 20% of schools with similar levels of deprivation. Rates of persistent absenteeism (7.2%) was in the lowest 20%.