

## 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

Detail	Data
School name	Leeming and Londonderry Community Primary School
Number of pupils in school	38
Proportion (%) of pupil premium eligible pupils	7/38 (18.4%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mike White (Exec HT)
Pupil premium lead	Emma Saunders
Governor / Trustee lead	Andrea Offord

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,105
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
School Led Tutoring Grant	£1,012.50
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£14,105 + 1012.50 = <b>15,117.50</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our ultimate objectives are:

- To ensure that all children are competent readers.
- To ensure that all disadvantaged pupils make nationally expected academic progress.
- To ensure that all children have the opportunity to experience residential visits and curriculum enhancements (including the use of an iPad (KS1) or laptop (KS2) to support their studies) with no or minimal need for additional financial commitment from parents.
- To support the social and emotional well being of disadvantaged learners.

How does your current pupil premium strategy plan work towards achieving those objectives?

- Implement the 'Little Wandle Revised Letters and Sounds' systematic and synthetic phonics scheme across the whole school to ensure all children are competent readers, irrespective of their starting point.
- Provide CPD for all staff across the school to improve subject knowledge for the teaching of reading.
- Support the development of reading by purchasing a wide range of decodable books for use at home and school, including e-books.
- To work alongside outside agencies to provide specific and targeted intervention to support the social and emotional well being of disadvantaged learners.
- To issue all children with a device (iPad/laptop) so that learning in school can be easily accessed at home.
- To provide additional small group or 1:1 support for disadvantaged learners to enable a 'keep up not catch up' approach in all areas of the curriculum.
- Provide monetary support for low-income families to help pay for activities, equipment, educational visits and residentials ensuring children are not financially disadvantaged.

*What are the key principles of your strategy plan?*

- That teaching and learning meets the needs of all pupils.
- To provide quality first teaching for children eligible for the pupil premium grant, ensuring that these children achieve at least age-related expectations.
- To provide challenge for the more able disadvantaged learners to meet their full potential.
- That all learners, irrespective of financial barriers, have access to an appropriate electronic device for their learning.

## Challenges

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

Challenge number	Detail of challenge
1	Only 33% (3/9) of disadvantaged pupils are working at or above age-related expectations in reading (Summer 21) [in comparison to 73% of non-disadvantaged pupils]
2	Only 44% (4/9) of disadvantaged pupils are working at or above age-related expectations in mathematics (Summer 21) [in comparison to 80% of non-disadvantaged pupils]
3	Only 44% (4/9) of disadvantaged pupils had access to their own appropriate technology at home in order to utilise school's remote learning offer to support the curriculum. (Summer 21)
4	The impact of home life has led to gaps in education and therefore has had an impact on assessment outcomes and social and emotional well-being of pupils.

## 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
Children will become competent readers and there will be an improvement in reading outcomes across the school.	86% of pupils who are eligible for the Pupil Premium grant will be working at age-related expectations in reading across the school.
All disadvantaged pupils experience a rich curriculum and are not hindered by financial constraints.	All disadvantaged pupils experience residential visits and curriculum enhancements (including the use of a laptop or iPad) without the need for additional financial commitment for parents/carers.
Children are settled in school and therefore assessment outcomes will improve along with pupil well-being.	86% of pupils will achieve at least expected standard reading, writing and maths. The Leuven scale, which will be assessed each term, will show improvements in child's well-being.

## 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: £ 1,859

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD and resources for all staff and pupils using 'Little Wandle' to ensure quality first teaching in lesson time and during targeted intervention.	<p>EEF T&amp;L Toolkit - Phonics</p> <p>All staff to be trained in the revised Letters and Sounds SSP, Little Wandle Revised.</p> <p><i>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</i></p> <p><i>(Impact +5months)</i></p>	1

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

Budgeted cost: £ 9,838

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers appointed to work one afternoon to support 1:1 or small group interventions.	<p>Disadvantaged pupils will receive structured interventions in the form of 1:1 or small group support with their class teacher. The focus of these sessions will be to consolidate prior learning, pre teach or upskill pupils for the next session.</p> <p><i>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups.</i></p> <p><a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2

School Led Tutoring	<p><u><a href="#">Small Group Tuition</a></u></p> <p>In order to make best use of the DfE's School Led Tutoring grant, we will be deploying teachers and teaching assistants to undertake 1:1 to 1:3 teacher to pupil ratioed regular sessions during the 2021/22 academic year. Depending on the age of the pupils, these sessions will be either 20 or 30 minutes long and will mainly take place before the start of the school day.</p> <p><i>EEF evidence 'As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.'</i></p> <p><i>EEF Evidence 'There is some evidence that reducing class sizes is more likely to be effective when accompanied by professional development for teachers focusing on teaching skills and approaches. Some evidence suggests slightly larger effects are documented for lower achievers and, for very young pupils, those with lower socio-economic status. Smaller class sizes may also provide more opportunities for teachers to develop new skills and approaches.'</i></p> <p><i>(Impact +4 months)</i></p>	1,2
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 3,579

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD and resources for all staff and pupils using the 'Jigsaw' scheme of work to ensure quality first teaching in lesson time.	<p>All staff to be trained in the Jigsaw scheme of work and sessions delivered across the academic year.</p> <p><i>There is evidence that children's skills can be improved purposefully through school based SEL programmes, and that these impacts can persist over time. Efforts to promote SEL skills may be especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills at all ages than their better off peers</i></p> <p><u><a href="#">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></u></p>	3
GTA time is used to work 2 hour per week to support small group well-being interventions.	<p>Disadvantaged pupils will receive small group interventions with a GTA using the Compass Pheonix resources.</p> <p><i>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental</i></p>	3

	<p>health, school readiness and academic achievement, crime, employment and income.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	
Laptop Loan Scheme	<p>The continuing pandemic has heightened the need for pupils to have appropriate technology in their own homes for educational purposes.</p> <p>The Federation takes a pro-active approach to the use of technology to support learning. It uses many different online learning environments to motivate and inspire its pupils as well as reduce workload for its staff. This scheme also encourages the quality and quantity of learning that takes place in the home learning environment.</p> <p><i>EEF - Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.</i></p> <p><i>Technology can be engaging and motivating for pupils.</i></p> <p><i>(Impact +4 months)</i></p>	4
Residential trip subsidy and midday supervision support at lunchtime to provide activities during a break time.	<p>To provide opportunities throughout the curriculum for children to experience residential visits to enhance their knowledge and understanding of the world. PP children's families will be supported financially.</p> <p><i>Learning Outside the Classroom (LOtC) October 2008. Its key findings found that: "When planned and implemented well, learning outside the classroom contributed significantly to raising standards and improving pupils personal, social and emotional development."</i></p>	4

**Total budgeted cost: £ 15,276**

## 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.

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

The implementation of RWI ensured that 100% children passed phonics screening check. RWI was also taught as interventions to KS2 LAP which ensured progression in their phonics assessments.

The Times Tables Rockstars programme was introduced to children in KS2. This has begun to motivate children to practise their times tables more regularly. TTRS data shows that children are 100% are engaging well with the programme and soundcheck results show that more children can quickly recall times tables.

The Leuven Scale results show an improvement in emotional wellbeing. Families are now more engaged and by providing all PP children with access to IT equipment, parents are able to support their children with their learning at home. Nurture groups are set up so that PP children come to school earlier in the morning and receive daily interventions provided by Compass Phoenix (previously Compass Buzz).

### 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

### 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?	£2790

<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Providing devices for pupils helped support remote learning and continues to have an impact on pupils' attitudes to learning.</p> <p>Money was spent providing small group service children intervention with a teaching assistant.</p>
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## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*