

Pupil premium strategy statement (updated December 2022)

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	Leeming and Londonderry Community Primary School
Number of pupils in school	35
Proportion (%) of pupil premium eligible pupils	3/35 (8.6%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
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	£9695
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	£1,134
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	£12829

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 and embed 'Hooked on Books' 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.

Yellow: Ongoing

Green: Completed and successful in 2021/22 but will still be continued to ensure the ultimate objectives are met.

Additional objectives 2022/2023

- Complete the full 15 hours of National Tutoring Programme to further increase outcomes for disadvantaged learners.
- Move from a 2 to a 3 class structure to provide more targeted quality first teaching and a greater teacher to pupil ratio.

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 and experience extracurricular activities including trips.

Challenges

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

Challenge number	Detail of challenge
1	Only 57% of disadvantaged pupils are working at or above age-related expectations in reading (Summer 22) [in comparison to 83% of non-disadvantaged pupils]
2	Only 57% of disadvantaged pupils are working at or above age-related expectations in mathematics (Summer 22) [in comparison to 81% of non-disadvantaged pupils]
3	Emotional well-being is addressed in school, so children are supported to deal with challenging circumstances at home.

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.	100% of pupils who are eligible for the Pupil Premium grant will be working at age-related expectations in reading across the school.
Children will become competent mathematicians and there will be an improvement in reading outcomes across the school.	100% of pupils who are eligible for the Pupil Premium grant will be working at age-related expectations in maths across the school.

Children's mental health and well-being is a priority.	In pupil voice surveys, children say they feel supported. Daily discussion shows children's emotional well-being is prioritised.
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.

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: £ 816

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD and resources for all staff and pupils using 'Little Wandle' and 'Hooked on books' to ensure quality first teaching in lesson time and during targeted intervention.	<p>EEF T&L Toolkit - Phonics</p> <p>All staff to be trained in the revised Letters and Sounds SSP, Little Wandle Revised and 'Hooked on Books'.</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: £ 7,998

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions on a 1:1 or a small group basis to address gaps in learning. £6,864	<p>Disadvantaged pupils will receive structured interventions in the form of 1:1 or small group support. 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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1,2
School Led Tutoring	Small Group Tuition	1,2

£1,134	<p>In order to make best use of the DfE's School Led Tutoring grant during the 2022/23 academic year, sessions will last 1 hour and will be held online with Reeds Tutoring for a period of 15 weeks.</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> <p><i>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</i></p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p><i>(+4months)</i></p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 2,632

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>CPD and resources for all staff and pupils using the 'Jigsaw' scheme of work to ensure quality first teaching in lesson time.</p>	<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>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	<p>3</p>
<p>GTA time is used to work 2 hour per week to support small group well-being interventions. £1,632</p>	<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 health, school readiness and academic achievement, crime, employment and income.</i></p>	<p>3</p>
<p>Residential trip subsidy and midday supervision support at lunchtime to provide activities during a break time. £1,000</p>	<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>	<p>3</p>

Total budgeted cost: £ 11,446

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 2021 to 2022 academic year.

Intended outcome 1: Children will become competent readers and there will be an improvement in reading outcomes across the school.

Success criteria: At least 86% of pupils who are eligible for the Pupil Premium grant will be working at age-related expectations in reading across the school.

Impact for 2021/2022 academic year: 57% of disadvantaged pupils are working at or above age related expectations in reading (in Summer 22) which is an increase from 33% (Summer 21).

[in comparison to 83% of non-disadvantaged pupils]

Reflection: There has been a +24% increase in disadvantaged pupils who are working at or above age-related expectations. Although we are still a way off meeting our target of 86% we feel that strategies in place are having an impact on progress and attainment.

Intended outcome 2: Children will become competent mathematicians and there will be an improvement in mathematics outcomes across the school.

Success criteria: At least 86% of pupils who are eligible for the Pupil Premium grant will be working at age-related expectations in maths across the school.

Impact for 2021/2022 academic year: 57% of disadvantaged pupils are working at or above age related expectations in maths (in Summer 22) which is an increase from 44% (Summer 21).

[in comparison to 83% of non-disadvantaged pupils]

Reflection: There has been a +13% increase in disadvantaged pupils who are working at or above age-related expectations. Although we are still a way off meeting our target of 86% we feel that strategies in place are having an impact on progress and attainment.

Intended outcome 3: All disadvantaged pupils experience a rich curriculum and are not hindered by financial constraints.

Success criteria: 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.

Impact for 2021/2022 academic year: 100% of children eligible for the Pupil Premium grant had access to their own appropriate technology at home in order to utilise school's remote learning offer to support the curriculum.

Reflection: There has been an increase from to 44% (4/9) of disadvantaged pupils who had access in Summer 21 to 100% in Summer 22.

Intended outcome 4: Children are settled in school and therefore assessment outcomes will improve along with pupil well-being.

Success criteria: 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.

Impact for 2021/2022 academic year: 6/7 pupils showed an improvement in their Leuven scale when assessed for their well-being and involvement and standardised scores for some pupils have increased.

Reflection: Although pupils do not reach expected standard in all areas, there was a notable improvement in the Leuven scores. Strategies are in place to ensure support targeted and specific to the individual needs of children.

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?	£2880
What was the impact of that spending on service pupil premium eligible pupils?	<p>MKC Club and Hero's club provides valuable time for service pupils to come together to work collaboratively and take part in events together with other service pupils across the county.</p> <p>Additional lunchtime TA support has been provided for our Service pupils throughout last academic year. This additional adult provides playground games and activities to increase pupil interaction and help service pupils to increase their social circle. Anecdotally, Service pupils report that they benefit from this additional support.</p> <p>A laptop or iPad has been provided so that learning can continue at home to help consolidate learning outside of the classroom setting.</p>

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.