LEIGH

Primary School

PUPIL PREMIUM STRATEGY STATEMENT

2021-2022

September 2021

'Sharing, Caring and Learning Together'

SCHOOL CONTEXT

Leigh Primary School is a small, rural primary school, catering for around 162 pupils from 4-11. Situated on the village green, the school is housed in a Victorian building. It has 6 classes, with mixed age groups in some classes. This school is smaller than most primary schools. Pupils in Reception, (and when possible Year 1 and Year 6) are taught in single-age classes, while those in Years 2 to 5 are often taught in classes with two age groups.

I. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
II. The proportion of pupils supported by pupil premium is currently at 19%. This is the additional funding for pupils known to be eligible for free school meals, looked after children and those with a parent or carer in the armed forces.
III. The proportion of disabled pupils and those who have special educational needs supported is above the Kent average at 11.5%. Currently those children who have a special educational need and receive support is 17%.
IV. The vast majority of families come from families with low levels of deprivation. The School Deprivation Index is currently 0.08 which is well below the national average of 0.21. This puts the school in the bottom 20% of all schools nationally.
V. The vast majority of pupils are *White Origin (96.4%) and the percentage of pupils coming from minority ethnic groups is 3.6% compared with national average of 26.9%. The percentage of children with English as a second language is 0% compared. Mobility is in line with national averages and there is only a 3.3% difference between the school and national stability rates.
VI. The last Ofsted inspection in October 2018 resulted in a GOOD grading with a recommendation for a Section 5 Inspection within 12-24 months due to the inspector feeling that there was a good chance of the school being graded Outstanding.

*White Origin – British, Irish, Gypsy Roma, Traveller of Irish Heritage, other white
*IDACI – Income deprivation affecting children index

Record of Pupil Premium grant Spending by initiatives 2020-2021			
Intervention/ Additional Support	**Cost**	**Description**	**Impact**
Sessions of counselling	£1000	1 to 1 counselling sessions over a period of time, particularly in relation to children's mental health over the period of the Covid pandemic. These sessions have been increased this year as a result.	Increased confidence and willingness to engage in wider society after the periods of lockdown.
Wellbeing Intervention during the lockdown period with daily wellbeing work and interaction from staff being set	£1000	Once a day wellbeing work run by Pupil Welfare Officer. This was posted daily on the Google Classrooms and followed up with individual children as appropriate. .	Wellbeing placed at the heart of home schooling during the lockdown period. This made available to Pupil Premium children as well as all children throughout the school.
Stationery	£300	Additional stationary for classroom to ensure children have the correct equipment in class	Children feel less excluded and less opportunities for other children to notice any differences. No child excluded from lessons.
Help with school trips	£1300	Subsidising school trips and residential trips to ensure no children miss the opportunity to learn from these experiences that are linked with the curriculum.	All children able to participate in school trips and learn from them with the rest of the class. Some families really struggling during the pandemic and so additional funding was made available to ensure no child was excluded from any activity.
Clothing/Swimming equipment/PE/Forest School kit	£150	Additional equipment for out of classroom activities including wellington boots, swimming shorts and goggles	All children able to participate in these important events and don't feel excluded from them because they do not have the correct equipment.
Extra TA/1 to 1 Support within the class	£18,000	The main bulk of our spending this year. We have funded additional TA hours to support children within the classroom primarily in literacy and maths. This support can take place within the classroom or in small groups outside the classroom. This support is focussed and planned for by the teaching staff and relates to the work they are completing in the classroom.	There was additional TA/1 to 1 support for all the children at some point throughout the year. TA's were mostly working inside the classroom specifically with Pupil Premium children although, when appropriate, this support also happened outside the classroom. This support is individually targeted and dependent on the individual needs of the children. There were also 1 to 1 Google Classrooms and individualised support offered throughout the lockdowns both in person and online.
Sensory Circuits Programme	£250	The sensory circuits programme is run by staff at the school and meets to ensure children with sensory issues are given a structured programme to help them overcome these.	Support for those children with sensory issues. This is partly funded through the Pupil Premium fund for those children who qualify for it. **This was limited this year due to the class bubbles.**
PSHE Extra Sessions	£500	PSHE sessions for small groups of children to deal with emotional and social difficulties.	Children received targeted support from the Pupil Welfare Leader to ensure emotional and social difficulties are addressed. Less issues related to anxiety reported.
Additional ICT Equipment	£1200	Purchase of additional Chromebooks so that children can access the online learning platforms offered by the school throughout the lockdown.	All children have their own devices to use at home and engage with online learning platforms.

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	Leigh Primary School
Number of pupils in school	162
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2022
Date this statement was published	October 2021
Date on which it will be reviewed	March 2022 and July 2022
Statement authorised by	Jenna Halfhide (Headteacher)
Pupil premium lead	Jenna Halfhide (Headteacher)
Governor / Trustee lead	Karen Korvin (Co-opted governor)

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,107 (From 5 years old)
Recovery premium funding allocation this academic year https://www.gov.uk/government/publications/coronavirus-covid-19-recovery-premium-funding-allocations	£3045 (21 children in October 2020 census)
School-led tutoring grant allocation https://www.gov.uk/government/publications/school-led-tutoring-conditions-of-grant	£2227.50 (60% of number of Pupil Premium children in the October Census from Year 1 – Year 6)
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	£41,379.50

Pupil Premium Strategy Plan

Statement of intent

At Leigh Primary School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become literate, numerate, active, resilience and responsible citizens of the future. We recognise that disadvantaged children can face a wide range of challenges which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Achieving our objectives:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residentials, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data, wider scrutiny and pupil voice. Class teachers will identify and plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges to achievement

Challenge number	Detail of challenge
1	Many of our pupil premium children have lower than average attainment and only some have lower rates of progress. The children have gaps in their knowledge and skills and misconceptions leading them to find it difficult to retain/recall prior knowledge. This has been impacted by the COVID pandemic and periods of remote learning where their support and participation has been inconsistent.
2	Some pupils of some families have social & emotional difficulties including mental/medical health issues and or safeguarding concerns.
3	Some pupils have limited experiences beyond their home life and immediate community. Some also have limited access to books, libraries and technology (such a iPad, Wi-Fi etc.)
4	Low attendance and persistent absenteeism for some Ppr/disadvantaged pupils
5	Some pupils need to develop their organisational skills, resilience, and determination. In addition, many children rely and adult support in class and are reluctant to 'have a go' due to fear of failure.
6	Many of our pupil premium children are also SEN which creates additional challenge to achievement.

Intended outcomes

Intended outcome	Success criteria
Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catchup' or exceed prior attainment standards.	• All disadvantaged children make expected progress (eg. Expected to expected or greater depth to greater depth) from previous summer 2 and from previous key stage results. • Pupils will have regular/weekly opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and mental and written arithmetic. • Support staff and class teachers support learning effectively – addressing misconceptions ASAP in preparation for lessons. • Teaching and support staff receive vigorous training to support their pedagogical understanding. • Provision meetings with SENCO help to identify gaps and discuss quality first methods to help children to meet personal targets and additional interventions which are required to support progress and attainment.
To ensure all pupils are given the opportunity to consolidate basic skills. To ensure fallen behind children receive targeted high-quality intervention monitored by intervention leader. To embed and sustain a reading culture that's ensures all pupils read regularly and develop a love of books. Pupils read regularly and have access to high quality books for personal and guided reading.	• Additional intervention sessions will take place – based on gaps in learning and with reference to previous key stage result. Interventions will be monitored by class teacher, SENCO and assessment lead and the impact of each intervention will be measured. • Achievements and targets are to be shared with parents at regular intervals throughout the year to encourage parent participation and parents will feel confident regarding how to support their children. • Quantity/quality of reading in each class is pitched appropriately for the level of each and those that do not read at home are given the regular opportunity in school to read to an adult in school. • Children are regularly testing and receiving 85%+ and are reading for at least 25 minutes per day (20 minutes for KS1). Teachers to regular update and celebrate reading. • New books to be bought for the library regularly throughout the year by Wider Curriculum and English leaders. • There will be a whole school approach to the teaching of systematic synthetic phonics, spelling and handwriting across the school. • 85-90% of children reach the expected standard in the Y1 phonics check.
Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.	• Pupil Welfare Office, SENCo, DSL and Head teacher will identify and support families and children and work to alleviate barriers to learning. • Identified children are provided with supported suited to their needs via 1:1 or group pastoral support, family support, referral to Early Help and bought in professional services. • Our collective worship and assembly procedures, combined with our SRE and PSHE curriculum will act to support the social, emotional and health needs of all children.
Pupils have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad, and varied curriculum.	• The wider curriculum will provide pupils with exciting, varied curriculum routed in well-sequenced content which outlines progression. • Teachers and support staff will plan excursions and educational visits which inspire/enhance learning and make it memorable. • Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day. • For families for whom finance can play a limiting role the school will ensure that no child is restricted from participating in chargeable extra-curricular opportunities.

Intended outcome	Success criteria
School to provide children with access to technology which they cannot access at home.	• Homework/reading/Mathletics clubs to be offered to children during lunchtime so that they can use the internet/Ipads which are available in school. • Children are given opportunities every day to read select books to read at home or share with an adult at home. • Optional project-based homework that does not require a computer will support the link between home and school to enrich the children's learning experiences more.
All disadvantaged pupils will meet national expectations for attendance/persistent absence. Where they do not do there will be a significant improvement in attendance due to the school's swift intervention throughout the school year.	• Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (96+%). • Monitoring of attendance by Attendance Lead and Head teacher brings about and increase in PP pupils' attendance and a decrease in persistent absence.
Pupils will have good self-organisation skills, resilience, and determination. Pupils will be able to work independently with confidence.	• Lesson observations/learning walks and discussions with children show that they have appropriate aged self-organisation and are being encouraged to be independent by all staff. • Pupils show that they are resilient and able to learn from mistakes. • Teachers are modelling this behaviour when they are 'thinking out loud.' • Support staff are used effectively to challenge and guide children without creating an over reliance on adult support.
Pupils with SEND are supported to make expected levels of progress, develop their understanding of their SEND and develop their confidence, understanding their strengths and talents.	• SENCO, teaching and support staff work collaboratively to assess the needs and strategies required to support children well. • Effective and timely intervention is given to all children with SEND needs. • Collective worship and assembly acts to ensure that all children are aware of their own and others needs to ensure that differences and strengths are celebrated by all in the school community. • Pastoral support ensures that children with SEND understand the nature of their needs and develop healthy attitude towards their strengths and areas of challenge.

Activity this year

Teaching – '*Every child deserves and should receive teaching which is good and frequently outstanding in every classroom everyday'*
Budgeted cost: £9,730

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investing in a new SSP to support phonics development in EYFS and KS1. ***(£5000)*** *Remaining money to fund programme will come from curriculum budget and grant funding*	Currently the school is using Letters and Sounds which does not provide all elements of a phonics scheme and this in line with the DfE timeframes for implementing an SSP and the research regarding how fidelity impacts children's progress Leigh is going to implement Little Wandle. Current predictions for PSC is 80% for the current Y2 cohort that did not complete their phonics check last academic year.	1,3,6
Speech and language link screening for children in EYFS. ***(£730)***	Speech link helps to identify and support children with developmental speech sounds difficulties and help to identify which children need to be seen by a speech and language therapist and to support staff to work effectively with children's common sound errors.	1, 2, 6
National College CPD ***(£1000)***	Due to the COVID pandemic there has been a lack of funding and capacity to fulfil training needs to the fullest extent. Therefore the National College is an online and remote avenue for CPD that will enable equality of training for all and to increase capability within the staff.	1, 5, 6
Monitoring activities (learning walks, scrutiny, assessment and pupil voice) ***(N/A)***	Monitoring will provide continual improvement of the quality of the curriculum through a variety of measures qualitative and quantitative.	1, 6
Times table tuck shops ***(£1000)***	Timetables are crucial in the development of mental arithmetic skills and progress in key strands of the mathematics curriculum. The MTC check is statutory this year and this intervention of a range of approaches to learning and rehearsing time table and division facts is aimed to support progress in this area of learning. Last academic year – despite progress being above or in line with expectations – percentages of children reaching the expected standard was 73.7% (Y1), 86.3% (Y2), 64.7% (Y3), 75.2% (Y4), 59% (Y5). Remote education led to a drop in the numbers of children reaching the expected standard.	1, 6
Handwriting scheme ***(£2000)***	At present children have been learning cursive from Reception year onwards. Evidence from the DfE and SSP schemes are now advocating print being learnt in EYFS and Y1 and therefore Leigh is going to purchase a new scheme to support the systematic development of handwriting.	1, 6
CPD on White Rose progression, NCETM exemplification materials and mental arithmetic. (***N/A)***	Last academic year – despite progress being above or in line with expectations – percentages of children reaching the expected standard was 73.7% (Y1), 86.3% (Y2), 64.7% (Y3), 75.2% (Y4), 59% (Y5). Remote education led to a drop in the numbers of children reaching the expected standard.	1, 6

Targeted academic support – '*All learners are provided with academic support to accelerate progress and address gaps in learning from their individual starting points'*

Budgeted cost: £ 16,038

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily reading for lowest 20% of readers in EYFS and KS1. ***(£6000)*** *Additional TA support to work with specific groups of children across the school*	Many of our vulnerable children are not reading at home regularly and this has a compounding impact on their progress particularly if combined with speech and language and SEND needs. Therefore, the children need to read daily with an adult in school to ensure they are not at a disadvantage to other children who do have daily support at home.	1, 3,4,5,6
Additional SEND support for targeted intervention and classroom support. ***(£2508)***	Additional TA support for individual and groups of children requiring targeted support in class or additional intervention. *(4 mornings of support with SEND children and 3 afternoons of SEND support for targeted intervention)*	1,3,4,5,6
Mathletics program to consolidate and learning at home through an online portal (***Curriculum Budget***)	We experience high levels of participation in Mathletics and utilise it to engage parents in their child's learning and to help them develop and understanding of their child's learning and progress. Mathletics is used to recap prior learning before new objectives are covered or to consolidate learning from the classroom and support long term memory/retention.	1,6
Nessy Reading and Spelling program for KS1 children and home learning. ***(£450)***	Nessy Reading and Spelling provides a platform for children to consolidate learning in school and at home in an engaging way and supports retention and learning entering the long-term memory. It also provides a means of supporting children where parental confidence may be low.	1,3,4,5,6
Individualised Provision Mapping and Class Provision Mapping	Identifying and targeting gaps in learning that have increased over the last 18months provides children with the ability to secure fundamental concepts and understanding from which they can progress.	1,2,5,6
ICT equipment and wider resources provided to families.***(£2000)***	Some families so not have the ability to provide Chromebooks, PE kit and uniform for their children. The Pupil Premium budget will be used at the school discretion to ensure that all children have equal opportunity to achieve.	3
Tutoring in small groups for Y5 Pupil Premium and Year 2 Pupil Premium children with SEND needs***. (£4080)*** *£2227.50 allocated funding from School-led tutoring to be used for this purpose. Grant dictates that only 75% of tutoring can be funded by this grant and the remaining 25% by other funding within school revenue. We are contributing in excess of this.*	Education Endowment Foundation research suggests that small group tuition can accelerate progress. 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. Y5 group of children to receive 4 hours of focused literacy support to target phonological gaps in learning, early reading and writing targets for 17 weeks. In addition, to support times table retention to long-term memory. Y2 group of children to receive 2 hours of tutoring targeted at early writing development to apply phonetic understanding and structure sentences for 17 weeks.	1,5,6
Specialist Speech Therapy to Pupil Premium children with articulation and phonology speech difficulties. ***(£1000)***	Specialist Services brought into support children due to extensive waiting lists within the NHS. These services have been used before for prior families and children made significant progress with their ability to pronounce words and communicate clearly to others. The improvement in self-esteem was notable and it supported their spelling ability and progress in phonetics.	6

Wider strategies – '*All learners need to be provided with a safe, nurturing environment where they are seen as individuals so they can thrive and become positive members of society'*

Budgeted cost: £15,611.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil welfare officer to provide targeted support to key children who are identified as vulnerable to ensure they can access learning. Bought in professional services and counselling. **(£11,990.50)**	Children with behavioural or emotional needs can be more likely to struggle to fully engage with learning, whether this be due to difficulty to focus, low self-esteem, lack of resilience or low levels of motivation. Pastoral support which is individually tailored to the child has had positive impacts on the behaviour and mental health of the children concerned. Where appropriate in safeguarding cases, professional child counselling is sought.	2, 5
Lunchtime clubs have been organised to provide high quality activities to engage pupils in positive interaction with their peers**.(N/A)**	Where lunchtime clubs are in operation, the children are supported to engage in positive activities that encourage communication and cooperation. Incidences of negative behaviour decrease and children that struggle to play in a large busy setting are more able to join in and interact socially.	3
Attendance is monitored by the Attendance Lead to ensure that persistent absenteeism is identified early, and intervention is put in place. A weekly meeting regarding attendance is conducted and documented**.(N/A)**	33.3% of our Pupil Premium children are currently (18/10/21) under 95% attendance. All PPr average at 95.4% with 3.9% Authorised and 07% unauthorised. Non-pupil premium attendance is at 95.1% with 4.6% authorised.	4
Safeguarding Officer and CPoms online system for monitoring and recording safeguarding incidents **(N/A)**	With COVID, home learning and additional intake of families with safeguarding concerns, increased monitoring and support has been required to help an increasing number of families. We have had an increased number of referrals to Early Help and an overall increase in social services involvement.	2, 4
Residential / Educational visits **(£2171)**	For many of our pupil premium children a residential is the only time away from home during the year and educational visits enable them to experience a broader range of experiences that they may not otherwise get to experience. This promotes cultural capital and an experience of a range of settings.	3, 5
Music – Recorders *(curriculum and music funding grant)*	Every child should have the opportunity to learn to play an instrument and therefore whole class teaching is provided in school of an instrument to provide this outlet to every child.	3
Active learning and extracurricular sporting clubs ***(£500)***	Extra-curricular clubs (funded) are important to ensure that all children have the chance to develop a healthy interest in sport and an active lifestyle.	3
Wrap around care ***(£950)***	Where appropriate wrap around care is provided for families struggling to manage work and childcare. It has provided routine, stability, a consistent role model and nurture for those who attend. Additionally, 'families childcare' provides breakfast and healthy snacks to those who attend. Ensuring a good breakfast to start the school day contributes to levels of concentration and focus.	4, 2
Collective worship, PSHE, SRE curriculum. ***(N/A)***	Weekly themed assembly encourage resilience, independence, communication skills, healthy minds/mental health/bodies and teamwork. These are all life skills that will support a healthy transition to adult life. In addition, British Values, various cultures and global responsibility is explored to support children's understanding of being a positive citizen. Children have been able to verbalise and discuss these concepts, reflect upon them and apply them through the continued revisiting of ideas throughout the week.	2, 3, 5

Total budgeted cost: £41,379.50

Review outcomes in the previous academic year

Pupil premium strategy outcomes

Please see prior Pupil Premium Expenditure Report 2020-2021

Externally provided programmes

Programme	Provider
Speech Link	Multimedia Limited
National College	The National College
Mathletics	3p Learning
Nessy Reading and Spelling	Nessy Learning
Little Wandle	Letters and Sounds
White Rose	White Rose Maths
NCETM	NCETM
Arbor Education	Arbor
CPoms	Raptor technologies
Charanga (recorders)	Charanga Music School

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A