# Pupil premium strategy statement

This statement details our school’s use of pupil premium (and recovery premium from

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

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| **Detail**  | **Data**  |
| School name:  | Leftwich Community Primary School  |
| Number of pupils in school:  | 179 |
| Proportion (%) of pupil premium eligible pupils:  | 40% (72 children)  |
| Academic year/years that our current pupil premium strategy plan covers  | 2023-2024  |
| Date this statement was published  | 1st December 2023 |
| Date on which it will be reviewed  | November 2024 |
| Statement authorised by  | C Harrison/ L Guy (Headteachers)  |
| Pupil premium lead  | C Harrison/ L Guy  |
| Governor / Trustee lead  | D Pilgrim/ A Lawson  |

## Funding overview

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| **Detail**  | **Amount**  |
| Pupil premium funding allocation this academic year  | £ 94,359 |
| Recovery premium funding allocation this academic year  | £ 9,570  |
| 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  | £92,900  |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Leftwich Community Primary School has high expectations and aspirations for all pupils. We aim to ensure 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 and to ensure the gap between these pupils and others is narrowed. We will consider the challenges faced by vulnerable pupils, such as those who have social care support.High quality 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 disadvantaged 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 approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will: * Ensure quality first teaching for all children.
* Providing a whole school curriculum that increases aspiration and understanding of the value of education and their place within it.
* Ensure disadvantaged pupils are challenged in the work they are set.
* Continue to monitor attendance, focusing particularly on persistent absence, to ensure disadvantaged pupils have attendance, which is in line with, or above the national figure to diminish the gap between these pupils and all others in school.
* Developing communication and language skills, and PSED, as a priority in EY.
* Ensure all staff have support and training to identify barriers to children making good progress and reaching their potential, leading to a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve.

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| The key principles which underpin this strategy plan are as follows: * Children can only achieve their potential with consistently high-quality teaching and a curriculum which is meaningful, providing with the skills they need to succeed and to move onto the next stage in their education.
* Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. By ensuring children in receipt of PPG can access all aspects of the curriculum, including enrichment activities (extra-curricular visits, clubs, music tuition, sports events etc), means they have the same opportunities as all other pupils.
* If children are not in school they cannot make progress and the gaps in learning, and social and emotional development, will inevitably widen. Children develop a work ethic and build resilience through regular attendance at school. If they do not attend regularly then there are implications for applying these skills and values in the workplace.
* Children who start school with language and communication skills below what is expected for their age are at an immediate disadvantage. Early language acquisition impacts on all aspects of children’s non-physical development. It contributes to their ability to manage emotions and communicate feelings, to establish and maintain relationships, to think symbolically and to learn to read and write.
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## Challenges

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

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| **Challenge number**  | **Detail of challenge**  |
| 1  | Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through KS2 and, in general, are more prevalent among our disadvantaged pupils than their peers.  |
| 2  | Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts on their development as readers.  |
| 3  | Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  |
|  | This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in maths, reading and writing.  |
| 4  | Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities, particularly during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Of the children who currently access ELSA, Play Therapy and Family Support within school, more than 90% disadvantaged. We have identified that financial pressures cause additional stress within the home for disadvantaged families (lack of digital devices, unable to pay for school visits, uniform etc)  |
| 5  | Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 4 – 5% lower than for nondisadvantaged. Attendance data shows that of those who are persistently absent, 60% were disadvantaged pupils last year. Currently 36% of our total group of persistent absentees are disadvantaged pupils. Our assessments and observations indicated that absenteeism is negatively impacting on 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.

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| **Intended outcome**  | **Success criteria**  |
| Improved oral language skills and vocabulary among disadvantaged pupils.  | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book looks and ongoing formative assessment.  |
| Outcomes for communication and Language and PSED improved at the end of EY.  | Outcomes at the end of EY show that more disadvantaged pupils have achieved the expected standard in Communication and Language and PSED.  |
| Improved reading attainment among disadvantaged pupils.  | KS2 reading outcomes in 2022/23 show that more than 70% of disadvantaged pupils met the expected standard.  |
| Improved writing attainment for disadvantaged pupils at the end of KS2.  | KS2 writing outcomes in 2022/23 show that more than 70% of disadvantaged pupils met the expected standard.  |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.  | Sustained levels of wellbeing from 2022/23 demonstrated by: * Qualitative data from pupil voice, student and parent surveys and teacher observations
* A significant reduction in those pupils requiring nurture group support,
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|  | ELSA, Family Support Worker intervention. • A significant increase in participation in enrichment activities, particularly among disadvantaged families.  |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.  | Sustained high attendance from 2022/23 demonstrated by: * The overall absence rate for all pupils being no more than 4% and the attendance gap between disadvantaged pupils and their nondisadvantaged peers being reduced.
* The percentage of all pupils who are persistently absent being below 13% *(National figure 2020-21)* and the figure among disadvantaged pupils being no more than 10% more than their peers (*based on National figures 24.1% FSM eligible pupils persistently absent 2020-21)*
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## 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:34,800

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| **Activity**  | **Evidence that supports this approach**  | **Challenge number(s) addressed**  |
| Embedding oral language approaches across the curriculum and across the school.  | There is a strong evidence base that suggests oral language interventions, and the use of shared dialogue to explore meaning (high quality classroom discussions, targeted reading aloud and book discussion, explicitly extending pupils’ spoken vocabulary, structured questioning), are inexpensive to implement with high impacts on reading: [Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/)  | 1, 2, 3  |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teaching release time to embed key elements of guidance in school and to access Maths Hub resources and CPD(including Teaching for Mastery training).  | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidencebased approaches: [Maths\_guidance\_KS\_1\_and\_2.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3  | 3  |
| Enhance our English teaching and curriculum planning in line with DfE and EEF guidance.  | Reading comprehension strategies are high impact and alongside phonics it is a crucial component of early reading instruction. Guided and shared reading approaches, along with reading comprehension interventions with TAs, are embedded across the school. A revised timetable for teaching is also in place, across the school, to ensure daily lessons focusing explicitly on reading comprehension take place in all year groups.  | 1, 3  |
|  | [Reading Comprehension Strategies | Toolkit](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) [Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/)  |  |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.  | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks: [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/)  | 2  |

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

Budgeted cost: £22,000

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| **Activity**  | **Evidence that supports this approach**  | **Challenge number(s) addressed**  |
| Targeted small group tuition/ intervention*.*  | Small group tuition has an average impact of 4 months’ additional progress over the course of a year, when it is targeted at specific needs and based on diagnostic assessment. [Small Group Tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/)  | 3  |
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £21,200

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| **Activity**  | **Evidence that supports this approach**  | **Challenge number(s) addressed**  |
| Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional  | 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): [EEF\_Social\_and\_Emotional\_Learning.pdf(educatione ndowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf)  We have a trained mental health lead, to support all staff to develop a better understanding of our pupils’ needs, give  | 4, 5  |

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| development and training for staff. (Trauma Informed Practice)ELSA, Play therapist, Family Support Worker Introduction of a new PSHE curriculum (1decision) Family Support Worker (ELSA, Bereavement), Play Therapist, ELSA  | pupils a voice in how we address wellbeing, and support more effective collaboration with parents.  |  |
| Provision of school uniform vouchers for disadvantaged pupils.  | The wearing of uniform on its own, is unlikely to improve learning, however it can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform.  [Uniform | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/)  | 4  |
| Provision for bespoke parenting support and parenting courses to engage parents in supporting their children’s learning. (Family Support Worker and trained 123 Magic Practitioner)  | Parental engagement refers to teachers and schools involving parents in supporting their children’s academic learning. This includes: * Approaches and programmes which aim to develop

parental skills; * General approaches which encourage parents to support their children with, for example reading or homework;
* More intensive programmes for families in crisis.

[Parental engagement | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) The school’s family support worker provides a valuable link between school and families who are in crisis. One to one parenting support is provided in a range of ways, for example attendance, financial, housing and parenting. The school’s 123 Magic (parenting course) practitioner provides courses which are easily accessible for families in crisis and for parents/ guardians who are on pathways for a diagnosis for ADHD or ASD.  | 4,5  |
| School will continue to subsidise enrichment and extra-curricular activities.  | Offering a wide range of high-quality extra-curricular activities will boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising.  | 4,5  |
|  | Disadvantaged pupils will be encouraged to participate and supported financially.   |  |

**Total budgeted cost: £78,000**

# 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 2022 to 2023 academic year.

Outcomes at the end of 2023 show that, while there remains a significant gap for learners at the end of EY and key stage 1, at the end of key stage 2 the gap has closed in maths and is negligible: 100% of pupils attained the expected standard in maths; in writing 78% of disadvantaged pupils achieved the expected standard, compared to 84% non-disadvantaged pupils; 89% of disadvantaged pupils met the standard in reading, compared to 92% other pupils.

The gap for pupil premium children in EY is significant. 16.7% pupils achieved the standard in areas linked to Communication and Language compared to 69.2% other pupils. 33% pupil premium pupils met the standard for aspects linked to personal development compared to 69.2% of non-pupil premium children. School will review teaching and learning in the EY, and broker targeted support, to ensure improved outcomes in these areas in the next academic year.

In house attainment data shows the disadvantaged gap remains in most year groups across the school. However, a good proportion of disadvantaged pupils within each class have made accelerated progress to catch up with their peers. This demonstrates the effectiveness of the curriculum, the quality of teaching and the impact of interventions.

Engagement with extra-curricular clubs is good - 61% of disadvantaged children, compared to 72% of other pupils, take part in enrichment activities linked to sport. School must now extend its offer beyond sports activities.

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| **Programme**  | **Provider**  |
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Overall attendance improved slightly from the previous academic year (93%) to 94% at the end of 2023 which is in line with the national picture. The absence rate for disadvantaged pupils was 9.0, compared to the national average of 11.4. Persistent absence was 18% at the end of 2023 which is slightly above the national percentage for primary schools – 17.2%. 34% of persistent absentees are disadvantaged pupils, compared to 7% of non-disadvantaged - Persistent Absence remains a focus area for both the school and Weaver Trust. The family support worker supports our vulnerable families and supports the headteacher to monitor attendance, particularly persistent absence. A trust wide review of attendance took place at the end of the academic year 2022-2023, the findings of which will feed into our policy and procedures for managing absence.

Our assessments and observations show that pupil behaviour, well-being and mental health have been significantly impacted during the last three years, primarily due to so many missed experiences for pupils in their formative years due to COVID. The impact has been particularly acute for disadvantaged pupils. We continue to use pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required, such as family support worker support, Play Therapy and ELSA. Pupil voice shows that children are happy in school and feel supported. Teachers report that the majority of those pupils who have attended ELSA, or more in-depth support such as play therapy, show an improved ability to regulate their emotions and therefore engage in lessons more positively.

## 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*

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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

# Further information (optional)

Our pupil premium strategy is supplemented by additional activity that is not being funded by pupil premium or recovery premium. This includes:

* Adopting the Weaver Trust curriculum from years 1-6.
* Offering a wide range of high-quality extracurricular activities to boost well-being, behaviour, attendance and aspiration.
* Embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.

In planning our pupil premium strategy, we evaluated which activities had successfully impacted and those which had not had the degree of impact that we had expected. An external pupil premium review was commissioned in September 2019 to get an external perspective.

We have triangulated evidence from multiple sources of data including assessments, engagement in book looks, conversations with parents, pupil and teachers in order to identify the challenges faced by disadvantaged students. We have looked at how similar schools, and schools within our academy trust to learn from their approach.

We have used the EEF’s implementation guidance to help us develop our strategy, with a particular focus on the toolkits to work out which activities and approaches are likely to have the most impact in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.