



Leadgate Primary School Pupil Premium Strategy Statement 2021/22



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	Leadgate Primary School
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers	2021~2024
Date this statement was published	December 2021
Date on which it will be reviewed	March 2022
Statement authorised by	Mark Watson (Headteacher)
Pupil premium lead	Laura Weaver (Deputy Headteacher)
Governor lead	Andy Plant (Chair of Governors and Lead for Disadvantaged Pupils)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,845
Recovery premium funding allocation this academic year	£14,355
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£160,200

Part A: Pupil premium strategy plan

Statement of intent

At Leadgate Primary School, we strive to deliver high quality teaching and learning in a rich learning environment focused on individual needs to enable every child to meet or exceed their potential becoming confident, resilient, lifelong learners. Our intention is that 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, including progress for those who are already high attainers. We will consider the challenges faced by all vulnerable pupils.

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 disadvantage 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 provision is closely tailored to pupil need ensuring all pupils including the most vulnerable children can thrive focusing on the holistic development of children as individuals meeting their emotional, social and academic needs.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

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:

- Promote an ethos of attainment for all pupils without stereotyping disadvantage children as a group with less potential to succeed.
- Ensure pupils are challenged in the work that they are set through consistently high-quality teaching with high expectations of what they can achieve.
- Have an individualised approach to address barriers to learning, acting early to intervene at the point need is identified through early intervention.
- Make decisions based on data analysis and responding to evidence that is supported by a research-based approach.

Challenges

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

Challenge number	Detail of challenge
1	Baseline observations and assessment show that pupils who are eligible for Pupil Premium do not enter early years at age related expectations; communication and language is exceptionally poor. Observations indicate underdeveloped oral language and vocabulary gaps among many disadvantaged pupils. This means they need to make more progress than their peers to catch up.
2	Assessments, observations and discussions with families have identified social and emotional issues for many pupils through a lack of engagement in home learning and enrichment opportunities during school closures. As a result, emotional resilience of pupils eligible for pupil premium is low compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.
3	Due to low starting points in verbal communication and language, some Year 1 disadvantaged pupils struggle to meet the phonics standard at the end of the year (72% of Year 2 disadvantaged pupils met the expected standard in phonics in 2020/21). This slows their progress in all curriculum areas that demand effective reading strategies.
4	All children need high quality teaching and feedback to ensure they make progress and develop appropriate skills and knowledge.
5	Low attendance rates for some Pupil Premium children impacts on their learning. This means they are constantly having to catch up to their peers. Absences are particularly high in Reception (89.36%).
6	Assessments, observations and discussions with pupils indicate that disadvantaged pupils generally have greater difficulties with phonics and reading than their peers. This negatively impacts on their development as readers and enjoying reading for pleasure.

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
Improved communication and language skills through the development of oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> Pupils eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations. A higher proportion of Pupil Premium children meet a Good Level of Development than in 2021. Children leave reception 'year 1 ready' reading books at an age-appropriate level.

	<ul style="list-style-type: none"> Phonics progress is sustained throughout the year.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> Qualitative data student voice, parent questionnaires and teacher observations. A significant increase in enrichment opportunities particularly among disadvantaged pupils. Lesson observations will demonstrate pupils' positive attitude towards learning.
Y1 and Y2 phonics resits confirm that increased proportions of disadvantaged pupils meet the standard.	<ul style="list-style-type: none"> % of PP pupil meeting the expected standard in phonics improves from 2020. Phonic progression is clear for all pupils throughout the academic year. All reading and phonics assessment are accurate and used to effectively plan intervention. Impact of phonics intervention is clear. A DfE accredited systematic synthetic phonics programme is implemented.
Provide children with high quality teaching and feedback to ensure progress in lessons.	<ul style="list-style-type: none"> Increased proportions of pupils will reach ARE in English and Maths across the school. Lesson observations are consistently good or better. Support staff are well deployed impacting on outcomes.
Reduce the number of persistent absentees.	<ul style="list-style-type: none"> % of persistent absentees is at least in line with National Average. There are increased attendance rates for Pupil Premium children.
To improve reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> Sustained progress in reading progress throughout the academic year in all year groups. By the end of the academic year, attainment in reading for all pupils improves across the whole school evident through internal tracking.

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: £22,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Purchase and implement a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>We will purchase decodable reading books that directly link with Little Wandle progression.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 6
<p>Enhancement of our reading curriculum taking into account outcomes from 'The reading framework: Teaching the foundations of literacy' (DFE: 21)</p> <p>We will fund teacher release time to secure knowledge of reading progression from Nursery –Year 6 so teachers can spend time in all Key Stages. We will fund CPD for all staff on developing reading comprehension.</p>	<p>Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p>	1, 6

<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>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):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	2
<p>All staff to complete 8 hours of training to develop understanding of metacognition (The Key CPD).</p> <p>Staff will implement strategies which are appropriate to their cohorts following training.</p>	<p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p> <p>EEF toolkit: Metacognition and self-regulation - additional 7 months progress</p>	2
<p>All staff to access Little Wandle training to ensure consistency in this approach to phonics across the school.</p>	<p>Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. There is some evidence that approaches informed by synthetic phonics (where the emphasis is on sounding out letters and blending sounds to form words) may be more beneficial than analytic approaches (where the sound/symbol relationship is inferred from identifying patterns and similarities by comparing several words).</p> <p>Little Wandle is a DfE accredited systematic synthetic phonics programme</p> <p>EEF toolkit: Phonics - additional 4 month progress.</p>	3 & 6
<p>Enhancement of our maths teaching and curriculum in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (WRM).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	4

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

Budgeted cost: £120,157

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A Counsellor to be contacted to work in school one day per week across the academic year.</p>	<p>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(educationendowmentfoundation.org.uk)</p>	<p>2</p>
<p>A teacher to deliver daily Catch-up Literacy sessions.</p>	<p>In the UK, four recent evaluations of one-to-one tuition interventions found average impacts of between three and six months' additional progress, suggesting that positive impacts can be successfully replicated in English schools. EEF Teaching and Learning Toolkit: One to one tuition - additional 5 months progress</p>	<p>4</p>
<p>A supply teacher familiar to our school will be tasked to provide tuition for 2.5 days per week in each year group.</p>	<p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. A variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group. EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months progress</p>	<p>4</p>
<p>KS1 pupils to access Lexia and meet the recommended usage weekly. KS2 identified pupils to use Lexia as an intervention.</p>	<p>Research has identified remedial, and tutorial use of technology as being particularly practical for lower attaining pupils, those with special educational needs or those from disadvantaged backgrounds in providing intensive support to enable them to catch up with their peers. Technology can be particularly useful in personalising learning to match pupils' individual abilities and needs given the potential for such programmes to adapt and focus on the child's learning needs EEF research suggests that children offered Lexia made the equivalent of two additional</p>	<p>6 3</p>

	<p>months' progress in word recognition and decoding skills and one additional month of progress in reading fluency and comprehension skills, on average, compared to other children.</p> <p>EEF Lexia Reading Core5 Lexia Reading Core5® EEF (educationendowmentfoundation.org.uk)</p>	
<p>To prevent pupils from falling behind by introducing keep up phonic sessions in addition to dedicated daily sessions.</p>	<p>Evidence overall suggests that 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.</p> <p>EEF- Teaching and Learning Toolkit Phonics Phonics EEF (educationendowmentfoundation.org.uk)</p>	6 3
<p>To increase opportunities for reading outside of the school day inviting EYFS/KS1 pupils to attend for 30 minutes each morning for 'Breakfast with a Book'. Children will read 1:1 with an adult and can access additional reading opportunities.</p>	<p>Research suggests the average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. The average impact is influenced by the targeted use of before and after school programmes, which have higher impacts on average. Evidence suggests that before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision</p> <p>EEF Teaching and Learning Toolkit Extending school time Extending school time EEF (educationendowmentfoundation.org.uk)</p>	6 3
<p>Implement a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills (Blast).</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>EEF Teaching and Learning Toolkit Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Provision to enable small group tuition in every class in English and Maths.</p>	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Intensive tuition in small groups is often provided to support lower attaining learners or those who</p>	

	<p>are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skill</p> <p>EEF Teaching and Learning Toolkit</p> <p><u>Small group tuition EEF (educationendowmentfoundation.org.uk)</u></p>	
<p>Teaching assistants in every class will be deployed effectively and deliver structured interventions responsive to ongoing pupil need directed by the class teacher. Including: precision teaching, reading comprehension strategies, phonics. SALT supported by other professional input in the development of individual programmes.</p> <p>High skilled TAs to support where appropriate in collaboration with class teachers/other professionals overlearning, repetition, pre/post teaching, scaffolding and chunking of tasks.</p> <p>CPD will be carefully planned to ensure TAs have a high level of expertise and ongoing development is a key priority.</p>	<p>EEF suggests that teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.</p> <p>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</p> <p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants</p> <p>EEF- Teaching Assistant Intervention</p> <p><u>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</u></p> <p>EEF Making the Best use of Teaching Assistants</p> <p><u>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</u></p>	1, 3, 4, 6

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

Budgeted cost: £17,843



Activity	Evidence that supports this approach	Challenge number(s) addressed
TA's and School Councillor to have specific time set aside to support children with challenging behaviour	Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. This is based on a number of meta-analyses that review robust studies of interventions in schools. EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 3 months progress	2, 5
Continue to employ A Star attendance to support to monitor and implement strategies to improve attendance including carry out home visits.	School attendance data improved when the A Star Attendance team were first employed. Parental engagement has a positive impact on average of 4 months' additional progress. EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress	5
To ensure all pupils have access to a well-rounded, culturally rich education through careful planning enrichment opportunities	Research suggests that many think enrichment approaches can directly improve pupils' attainment. The EEF believe that enriching education has intrinsic benefits EEF: <u>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</u>	1
Contingency fund for acute issues.	Based on our experiences over the past two years, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified but may be significant in nature.	

Total budgeted cost: £160,200

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also carefully considered the activity undertaken that had a positive impact greater than we initially anticipated.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils. Including considering the rise in child poverty.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work 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.

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, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, other pupil evaluations have been undertaken during the 2020 to 2021 academic year, and we have taken these into account when evaluating our strategy. Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Strategies used in 2021-22 were successful and so the school will continue to use some of these approaches.

Teaching Strategies

Staff training in the use of online platforms supported the quality of remote education to ensure that pupils continued to access the wider curriculum during lockdown. A blended approach to home learning and providing resources such as writing equipment,

workbooks, iPad enabled pupils to engage in learning at home. However, parental Engagement was generally low during the spring lockdown so on return staff have worked on communication and language skills, phonics and early writing and numeracy.

Targeted Intervention

Identified pupils receiving one to one tuition across the summer term made good progress from their low starting points. Despite phonics results which were below national figures from 2019 internal data suggests pupils made accelerated progress.

Wider Strategies

The introduction of Class Dojo supported school staff to communicate with parents, especially during periods of national lockdown. Office 365 also developed parental engagement through the ability to hold virtual meetings with parents.

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

Further information (optional)

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Part C: Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors are involved in evaluating our Pupil Premium Strategy termly. Please see below a brief summary of discussions about the effectiveness of the strategy to address the intended outcomes.

Activity	Autumn 2021 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		

Activity	Spring 2022 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		

Activity	Summer 2022 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		