

# Pupil Premium Strategy Statement

## Leafield C.E. Primary School 2023 to 2024

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	93
Number of pupils premium eligible pupils	11 children
Academic year/years that our current pupil premium strategy plan covers	2023 to 2024
Date this statement was published	1 <sup>st</sup> October 2023 (Deadline for publication 31 Dec)
Date on which it will be reviewed	April 2023
Statement authorised by	Charlie Clews
Pupil premium lead	Faye Dean
Governor / Trustee lead	Charlie Clews

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 16,004.00
Recovery premium funding allocation this academic year	£ zero
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£ zero
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 16,004.00

# Part A: Pupil premium strategy plan

## Statement of intent

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 higher attainers.

We will consider the challenges faced by vulnerable pupils, such as those who are on Early Help programmes of support, children who are on the SEN register and children who are receiving both types of 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 disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes, is the intention that non-disadvantaged pupils' attainments will be sustained and improved alongside processes for their disadvantaged peers.

Our Pupil Premium Strategy will be reinforced by targeted support through the National Tutoring Programme for pupils whose education has been impacted by disruptions to their education e.g. lasting impact of COVID and persistent absence.

To maximise progress we intend to:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point of need which is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged outcomes and raise expectations of what they can achieve
- enrich school experience of our pupil premium offer with breadth of extra curriculum activity

With a particular focus on an intention to:

- continue with our commitment to exposing all children to high quality reading texts
- to raise Pupil Premium children's levels in reading, which will support their wider level of engagement across the curriculum.

## Challenges

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

Challenge number	Detail of challenge
1	<i>Upper Key Stage 2 - Inference</i>
2	<i>Early reading - Phonological difficulties</i>
3	<i>Parental engagement in homework</i>
4	<i>Children's emotional wellbeing/readiness to learn (100% of children on Pupil Register have experienced either parental mental health issues, family instability or have been on a TAF plan)</i>

## 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
<i>Number of Pupil Premium children meeting ARE expectation in Reading is increased.</i>	<p><i>Intervention records demonstrate the Pupil Premium children.</i></p> <p><i>Assessment and tracking shows these children are making significant progress in these subjects.</i></p> <p><i>Target Tracker end of term reports show a closing between PPG and non-PPG children.</i></p>
<i>PPG children to be able to engage fully in homework/home learning, including reading at home.</i>	<p><i>Homework registers and parents evening records demonstrated PPG children actively engaged in home learning tasks.</i></p> <p><i>Reading Records demonstrate PPG children are actively engaged in reading at home.</i></p> <p><i>Parents and Carers feel empowered and able to support these children with learning at home.</i></p>
<i>PPG to experience events and experiences to develop self-esteem, confidence and to broaden range of experiences.</i>	<i>All Pupil Premium children to participate in at least 3 'cultural capital' events/experiences over the course of this year.</i>

## 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: £ £2321.32

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Ruth Miskin – Read, Write inc. programme implemented and monitored effectively to support children making at least expected progress through scheme.</i>	<i>Resource used and known within our school. Phonics approaches have a strong evidence base that indicates a positive impact on accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</i>	2

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

Budgeted cost: £ 13682.68 (staff costs for activities below)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Reading Booster Group Key Stage 2</i>	In previous year PPG reached ARE expectations for Reading by end of Key Stage – following Booster Group Intervention.	1
<i>Reading Booster Group Early Bird Key Stage 1</i>	<i>Resource used and known within our school. Phonics approaches have a strong evidence base that indicates a positive impact on accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</i>	2

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

Budgeted cost: £ funded from existing revenue budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play Therapy and ELSA (Emotional Literacy Support groups sessions for some PPG children).	Play Therapy Reports from Therapist detail emotional resilience building in children. ELSA has had positive impact on persistent levels of lateness and absence.	4
Provide work shops and accessible information to support parents in supporting their child's learning at home.  Phonics evening, RWI guidance for parents and sharing of RWI "how to" videos.  Targeted homework support.	Educational Endowment Foundation – Documents on Supporting Parents	3

**Total budgeted cost: £ £ 16,004.00**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Pupil Premium Children 2022-23 – impact

The number of children on the Pupil Premium Register increased during the academic year last year. By the end of the year there were 12 children on our PPG register. Our PPG focus last year was reading.

#### Impact

Our PPG children in Year 6 got ARE expectations in Reading (and in Writing and Maths) and left Leaffield ready for next stage of their education.

PPG children in Year 1 (who did not reach ARE in reading or pass the phonics test), made significant progress from their baseline assessments.

PPG children who are receiving support from Social Service interventions made ARE in reading.

#### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
N/A	

#### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A