



Leechpool 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	Leechpool Primary
Number of pupils in school	416 (2021-2022)
Proportion (%) of pupil premium eligible pupils	13% September 2021 compared to 14% in 2020
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2022 The aims cover 3 years but we have focused on funding overview for one.
Date this statement was published	October 2021
Date on which it will be reviewed	Termly
Statement authorised by	Mrs Nicola Davenport
Pupil premium lead	Miss Emma Payne
Governor / Trustee lead	Mrs Olivia Ellery

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,250 plus £6,490 for Pupil premium Plus
Recovery premium funding allocation this academic year	£7540
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£17,115
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	£90,855

Part A: Pupil premium strategy plan

Statement of intent

- Leechpool school is a 2 form entry primary school with 416 pupils, 49 FSM and 50 Pupil Premium, deprivation levels are average and due to changes in legislation fewer children have FSM than before, ability on entry is judged as below average with a large number of pupils identified with speech and language needs.
- The school is a LA primary school and is a member of the Horsham School Partnership (Horsham School Partnership) and actively links with other schools in the surrounding area e.g. Millais Teaching Alliance, it also links for SEND support with local schools and work with subject leaders across the locality. The school works as part of a triad with two other Ofsted Outstanding/good schools. Reading/Writing across the curriculum is a locality focus for all schools.
- In the last Ofsted report, the school was judged to be Good with Outstanding aspects – Personal Development, behaviour and attitude.
- Common barriers to learning for our disadvantaged pupils can include less support at home, weaker language and communication skills, and attendance and punctuality issues. There may be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all' response to our families.

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 vulnerable pupils, such as those who have a social worker and act as young carers. The activities we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support eg. learning key vocabulary, knowledge retention, developing working memory. 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.

When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium

funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

The gap between some PP and non-PP children increased during COVID despite the individualised support we offered. Our Pupil Premium strategy focuses around reducing this gap again.

Our ultimate objectives for all of our pupils, including disadvantaged pupils are:

- To continue to narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- For all disadvantaged pupils to make or exceed national expected progress rates
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

Challenges

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

Challenge number	Detail of challenge
1	Improve phonics and reading to enhance reading skills and influence reading for pleasure.
2	High level of SALT and additional learning needs identified on entry.
3	Improve oracy and vocabulary skills for all pupils and to ensure early oracy is at the forefront of our new pupils.
4	Continue to develop well-being opportunities to support social, emotional and mental health needs for all pupils.
5	Limited parental engagement for some of our disadvantaged and vulnerable pupils. Developing strategies to help parents become more accountable in managing their child's learning and development.
6	Improve spelling ability/ages for all pupils. Implementing the scheme and ensuring consistency and progression across the school.
7	Following on from Covid – ensuring all pupils feel safe, linking in with the Big Ask responses.

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
1. Improve phonics and reading to enhance reading skills and influence reading for pleasure.	
Progress in reading and phonics	Pupils will achieve/exceed national average attainment scores in KS1 Reading and 95% of pupils will achieve the Year 1 phonics screening.
2. High level of SALT and additional learning needs identified on entry.	
Progress in phonics, reading and writing	Pupils identified with speech and language difficulties and additional learning needs will access early intervention/support and will achieve /exceed in line with national expectations.
3. Improve oracy and vocabulary skills.	
Progress in reading and writing	Pupils will achieve national average attainment scores in KS1 Reading and 95% of pupils will achieve the Year 1 phonics screening.
4. Continue to develop Well Being opportunities to support Social, Emotional and Mental Health needs.	
<p>Agreed language for emotions used across school.</p> <p>Ensuring positive mental health and well-being of all pupils so that these pupils are able to reach their potential.</p>	<p>Pupils will feel happy and safe in school and will be able to develop their own strategies for when they feel worried or sad. Evidenced by the pupil survey.</p> <p>Scores of pupils seen by LM or ELSA will show improvement after 8 week block. 90% of improvement</p>
5. Limited parental engagement for some of our disadvantaged and vulnerable pupils.	
Attendance will show year on year improvement	Ensure attendance of disadvantaged and vulnerable pupils is above 95%
6. Improve spelling ability for all pupils	
Progress in writing and spelling ages	90% of pupils will be achieve a standardised score of 90 and above. Currently 62%
7. Following on from Covid – ensuring all pupils feel safe, linking in with the Big Ask responses.	
<p>The areas identified in the Big Ask relevant to school:</p> <p>Improve online safety</p> <p>Make sure children feel safe when they go outside</p>	<p>All children will have completed a sequence of lessons in each year group to develop and improve on line safety as outlined in the Computing curriculum.</p> <p>All children will have completed safe relationships learning and will be able to articulate how to keep safe in an age appropriate</p>

<p>More mental health support in schools. Digital mental health support - so more children can get support wherever and whenever they need it.</p> <p>Teach children about healthy diets and the importance of staying active.</p> <p>Opportunities to help children catch up with work after covid.</p> <p>Time after school for sports, learning and arts.</p> <p>More high-quality career guidance.</p>	<p>way. This will be evident from the work completed in PSHE lessons. Mental well-being will be addressed in PSHE and in class time. Support for all children will be given and children who need support will be identified on a well-being register which is updated termly. Support of identified children will be logged on Cpoms.</p> <p>DT and PE, PSHE planning and identified learning will address this with clear objectives identified in planning.</p> <p>This will be evident in all assessments 90% of children will be line with expected expectations. 40% of children will be identified as above.</p> <p>85% of children involved in out of school activities.</p> <p>Children will have studied different careers and will be able to identify possible careers they would like to pursue.</p> <p>Knowledge about professions will be discussed and visiting professionals will be encouraged to visit the school to share information about their work.</p>
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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: £4,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD development	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. All staff to lead effectively are released from class by the AHT for Curriculum and Achievement.	1, 2, 3, 4, 6,
Locality Speech and Language Therapist	Weak language and communication skills on entry. This year, a third of the cohort are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception.	2

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

Budgeted cost: £56,035

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 to 1 tutoring teacher led programmes using existing staff	EEF evidence 'Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Results from studies is consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive.	1, 3, 6
Interventions and Teaching and Learning Support	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	1, 2, 3, 4, 5, 6

	<p>will increase, improving outcomes for pupils.'</p> <p>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.'</p> <p>EEF Evidence 'Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver. Though comparisons with qualified teachers suggest that teaching assistants tend not to be as effective in terms of raising attainment (achieving, on average about half the gains), studies suggest that benefits are possible across subjects and at both primary and secondary level.'</p>	
<p>NELI intervention for EYFS and some KS1 pupils.</p>	<p>EEF evidence- a 2016 randomised controlled trial found a positive impact of four months' additional progress for the Nuffield Early Language Intervention – a programme designed to improve the spoken language ability of children during the transition from nursery to primary school.</p>	<p>2, 3</p>
<p>Reading for pleasure - Purchase of new books regularly – pupils and staff are able to make requests.</p> <p>Ensuring key pupils read regularly to an adult or buddy in school, ensuring we have books/kindles that grab their interests.</p>	<p>EEF evidence - Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. However, the UK evidence base is less extensive than the global average, and UK studies show lower impact for all pupils.</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</p>	<p>1, 6</p>

	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.	
Year 3 pupils to be targeted for specific phonics input and whole school approach to spelling – new scheme introduced and embedded	EEF evidence - Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.	1
Song of Sounds PP children can access Song of Sounds in FS, and KS1 as well as small targeted phonics groups with TAs/LSAs. Pupils below expectations and targeted with additional support until they are at the expected level or above.	EEF evidence - Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.	1, 6
Parental engagement - Ensure parents have access to professional services workshops on a range of issues to support mental health and well being	EEF Evidence 'parental engagement as the involvement of parents in supporting their children's academic learning. It includes: approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis.'	5
Well-being opportunities to support SEMH	EEF Evidence 'Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance'	4,5

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

Budgeted cost: £30,170

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leechpool Life Skills Programme	EEF Evidence 'Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.'	4
Homework Club Breakfast Club	EEF evidence 'providing a range of clubs targeting key pupils as 'on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress. There are also often wider benefits for low-income students, such as increased attendance at school, improved behaviour, and better relationships with peers.'	1, 2, 3, 4, 6
Digital Support	EEF Evidence 'using Technology for students, where learners use programmes or applications designed for problem solving or open-ended learning; Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. Evidence suggests that technology approaches should be used to supplement other teaching,'	1, 3, 5
Learning Mentor and ELSA	EEF Evidence 'Behaviour interventions seek to improve attainment by reducing challenging behaviour. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. The interventions themselves can be split into three broad	4

	categories: approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning'	
Subsidised trips for all pupils Stimulating extended learning experiences help develop imagination and language development.	As a school will feel it is vital to support our community with the cost of school trips to ensure pupils benefit from community cultural capital enrichment activities such as school trips. Some of our households have very little opportunity to have family days out and go beyond their immediate surroundings.	4
Ensure children identified have access to professional counselling services including bereavement support if needed. Cost of play therapist and resourcing of new room to support pupil needs	EEF Evidence 'Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.	4
Cost of uniform for vulnerable families and community support through food / toy provision	EEF evidence 'Wearing a uniform is not, on its own, likely to improve learning, but 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.'	4, 5
Ensuring a wide range of additional needs are catered for in classes by all staff.	EEF evidence 'research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils. flexible grouping; cognitive and metacognitive strategies; explicit instruction; using technology to support pupils with SEND; and scaffolding.	1, 2, 3, 4, 6, 7

Total budgeted cost: £80,855

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, however, in school data is below.

		2019-2020		2020-2021			
		Summer 2		Autumn 2			
		% of pupils Expected or higher	Attainment Band Chart	% of pupils Expected or higher	Attainment Band Chart	% of pupils where progress from 2019-2020 Sum2 is expected or more	Progress from 2019-2020 Sum2
Reception	Reading	0%		66%		0%	
	Writing	0%		67%		0%	
	Maths	0%		76%		0%	
	Reading/Writing/Maths	0%		63%			
Year 1	Reading	0%		61%		0%	
	Writing	0%		66%		0%	
	Maths	0%		76%		0%	
	Reading/Writing/Maths	0%		59%			
Year 2	Reading	83%		73%		73%	
	Writing	78%		73%		63%	
	Maths	80%		77%		77%	
	Reading/Writing/Maths	76%		70%			
Year 3	Reading	82%		68%		73%	
	Writing	76%		68%		80%	
	Maths	82%		68%		78%	
	Reading/Writing/Maths	76%		66%			
Year 4	Reading	73%		76%		68%	
	Writing	71%		71%		63%	
	Maths	73%		76%		76%	
	Reading/Writing/Maths	71%		69%			
Year 5	Reading	77%		77%		78%	
	Writing	80%		66%		68%	
	Maths	86%		72%		82%	
	Reading/Writing/Maths	77%		68%			
Year 6	Reading	86%		66%		62%	
	Writing	77%		67%		60%	
	Maths	82%		72%		63%	
	Reading/Writing/Maths	73%		47%			

Quality of education for all	
Improved progress for PP across the school	July 2021 – training programme for TA/LSAs actioned. Online targeted training undertaken during COVID. Individual 1:1 reviews took place with HT and AHT July 2020.
Improved KS1 and Year 3 phonics for all pupils	July 2021 – Phonics screening in January 20 was on track for 93%. All children in Year 2 except 1 on track to pass. Year 3 phonics input showed in spelling progress.
Ensuring all pupils have a wide range of opportunities to develop their verbal skills and to challenge themselves.	July 2021 – audit of Edukey Provision showed good outcomes.
Improved progress for PP across the school	July 2021 – computers allocated from DfE COVID provision. It was very difficult to engage some families during lockdown. Weekly contact was made, but they chose not to engage.
Targeted support	
Speech and Language needs as well as additional learning needs identified and targeted	July 2021 – all pupils flagged up were screened – 21 in total. Targets in place for children but therapy was not started due to COVID 19.
Maths support	July 2021 – years 4, 5 and 6 received additional support with maths. Smaller group allocation with bespoke focus. Dragon maths – arithmetic focus.
Emotional and social needs addressed	July 2021 – LM feedback and review shows clear progress for these pupils. Contact was maintained during lockdown too. Lunchtime club very possible with more pupils attending that before and feeling positive about support available.
Emotional and social needs addressed	July 2021 – Attendance at all clubs positive, discussions had with some families were homework club attendance was irregular. Over 47 pupils invited and attended.
Other approaches	
Higher attendance on trips and clubs	July 2021 – all year 6 pupils were able to attend residential, uniform purchased for some families when needed and all pupils wanting to attend trips have been able to do so.
Pupils will have the appropriate equipment and a positive environment to complete homework in.	July 2021 – discussions had with some families were homework club attendance was irregular. Over 47 pupils invited and attended.
Pupils will widen their life experiences and increase self-confidence.	July 2021 – not all year groups were able to attend due to COVID.
Parents will meet termly with specific parents to review progress, set targets.	July 2021 – telephone calls, video calls were made with support from school staff but impact is difficult to quantify.
To ensure all pupils in school are safe.	July 2021 – evident from return of all children to school in last 2 days. Only 42/420 pupils did not attend, some due to shielding.
Careers advice.	July 2021 – in place, and a range of new resources have been purchased, as requested by pupils. July 2021 – range of visitors including Paralympian Rachel Morris, Police to carry out Internet Safety 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
n/a	