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.	
Agreed language for emotions used across school. Ensuring positive mental health and well-being of all pupils so that these pupils are able to reach their potential.	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. Scores of pupils seen by LM or ELSA will show improvement after 8 week block. 90% of improvement
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.	
The areas identified in the Big Ask relevant to school: Improve online safety Make sure children feel safe when they go outside	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. All children will have completed safe relationships learning and will be able to articulate how to keep safe in an age appropriate

More mental health support in schools. Digital mental health support - so more children can get support wherever and whenever they need it.	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.
Teach children about healthy diets and the importance of staying active.	DT and PE, PSHE planning and identified learning will address this with clear objectives identified in planning.
Opportunities to help children catch up with work after covid.	This will be evident in all assessments 90% of children will be line with expected expectations. 40% of children will be identified as above.
Time after school for sports, learning and arts.	85% of children involved in out of school activities.
More high-quality career guidance.	Children will have studied different careers and will be able to identify possible careers they would like to pursue. Knowledge about professions will be discussed and visiting professionals will be encouraged to visit the school to share information about their work.

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

	will increase, improving outcomes for pupils.'	
	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.'	
	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.'	
NELI intervention for EYFS and some KS1 pupils.	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.	2, 3
Reading for pleasure - Purchase of new books regularly – pupils and staff are able to make requests.

Ensuring key pupils read regularly to an adult or buddy in school, ensuring we have books/kindles that grab their interests. | 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.
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 | 1, 6 |

	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 2021 to 2022 academic year.

Key Groups Summary
Pupils in Years 1-6
Summer 2 2021-22 Key Groups Summary

Note: Percentages shown are "% of pupils Expected or higher"; attainment band charts omitted.

Year 1

Group	# pupils	Reading 2020-2021 Summer 2	Reading 2021-2022 Summer 2	Writing 2020-2021 Summer 2	Writing 2021-2022 Summer 2	Maths 2020-2021 Summer 2	Maths 2021-2022 Summer 2	R/W/M 2020-2021 Summer 2	R/W/M 2021-2022 Summer 2
Boys	33	64%	76%	52%	64%	70%	76%	48%	64%
Girls	27	89%	93%	70%	81%	85%	96%	67%	81%
Pupil Premium	4	50%	50%	25%	50%	50%	50%	25%	50%
Not Pupil Premium	56	77%	86%	63%	73%	79%	88%	59%	73%
Disadvantaged	5	40%	40%	20%	40%	40%	40%	20%	40%
Not Disadvantaged	55	78%	87%	64%	75%	80%	89%	60%	75%
EAL	1	100%	100%	100%	100%	100%	100%	100%	100%
Not EAL	59	75%	83%	59%	71%	76%	85%	56%	71%
Pupils with SEND	5	40%	40%	20%	40%	20%	40%	20%	40%
Pupils without SEND	55	78%	87%	64%	75%	82%	89%	60%	75%
No SEN	55	78%	87%	64%	75%	82%	89%	60%	75%
SEN Support	3	67%	67%	33%	67%	33%	67%	33%	67%
EHC Plan	2	0%	0%	0%	0%	0%	0%	0%	0%

Year 2

Group	# pupils	Reading 2020-2021 Summer 2	Reading 2021-2022 Summer 2	Writing 2020-2021 Summer 2	Writing 2021-2022 Summer 2	Maths 2020-2021 Summer 2	Maths 2021-2022 Summer 2	R/W/M 2020-2021 Summer 2	R/W/M 2021-2022 Summer 2
Boys	23	86%	78%	55%	57%	91%	78%	55%	57%
Girls	36	71%	78%	66%	72%	74%	75%	66%	69%
Pupil Premium	6	50%	67%	17%	33%	50%	50%	17%	33%
Not Pupil Premium	53	80%	79%	67%	70%	84%	79%	67%	68%
Disadvantaged	8	38%	50%	13%	25%	38%	38%	13%	25%
Not Disadvantaged	51	84%	82%	69%	73%	88%	82%	69%	71%
EAL	4	75%	75%	50%	75%	75%	75%	50%	75%
Not EAL	55	77%	78%	62%	65%	81%	76%	62%	64%
Pupils with SEND	6	40%	50%	40%	33%	40%	50%	40%	33%
Pupils without SEND	53	81%	81%	63%	70%	85%	79%	63%	68%
No SEN	53	81%	81%	63%	70%	85%	79%	63%	68%
SEN Support	5	25%	40%	25%	20%	25%	40%	25%	20%
EHC Plan	1	100%	100%	100%	100%	100%	100%	100%	100%

Year 3

Group	# pupils	Reading 2020-2021 Summer 2	Reading 2021-2022 Summer 2	Writing 2020-2021 Summer 2	Writing 2021-2022 Summer 2	Maths 2020-2021 Summer 2	Maths 2021-2022 Summer 2	R/W/M 2020-2021 Summer 2	R/W/M 2021-2022 Summer 2
Boys	25	75%	76%	50%	52%	75%	72%	50%	52%
Girls	34	85%	85%	70%	79%	82%	82%	70%	76%
Pupil Premium	9	44%	44%	11%	33%	33%	44%	11%	33%
Not Pupil Premium	50	88%	88%	71%	74%	88%	84%	71%	72%
Disadvantaged	9	44%	44%	11%	33%	33%	44%	11%	33%
Not Disadvantaged	50	88%	88%	71%	74%	88%	84%	71%	72%
EAL	2	100%	100%	100%	100%	100%	100%	100%	100%
Not EAL	57	80%	81%	60%	67%	78%	77%	60%	65%
Pupils with SEND	7	43%	29%	0%	14%	29%	14%	0%	14%
Pupils without SEND	52	86%	88%	70%	75%	86%	87%	70%	73%
No SEN	52	86%	88%	70%	75%	86%	87%	70%	73%
SEN Support	5	40%	20%	0%	0%	20%	0%	0%	0%
EHC Plan	2	50%	50%	50%	50%	50%	50%	0%	50%

Year 4

	# pupils	Reading 2020-2021 Summer 2 % Expected or higher	Reading 2021-2022 Summer 2 % Expected or higher	Writing 2020-2021 Summer 2 % Expected or higher	Writing 2021-2022 Summer 2 % Expected or higher	Maths 2020-2021 Summer 2 % Expected or higher	Maths 2021-2022 Summer 2 % Expected or higher	R/W/M 2020-2021 Summer 2 % Expected or higher	R/W/M 2021-2022 Summer 2 % Expected or higher
Boys	28	67%	79%	63%	71%	74%	79%	63%	71%
Girls	31	77%	94%	81%	74%	77%	90%	71%	74%
Pupil Premium	8	57%	63%	57%	50%	29%	50%	29%	50%
Not Pupil Premium	51	75%	90%	75%	76%	82%	90%	73%	76%
Disadvantaged	10	56%	60%	56%	50%	33%	50%	33%	50%
Not Disadvantaged	49	76%	92%	76%	78%	84%	92%	73%	78%
EAL	3	33%	67%	33%	33%	33%	67%	33%	33%
Not EAL	56	75%	88%	75%	75%	78%	86%	69%	75%
Pupils with SEND	6	0%	17%	0%	0%	0%	17%	0%	0%
Pupils without SEND	53	81%	94%	81%	81%	85%	92%	75%	81%
No SEN	53	81%	94%	81%	81%	85%	92%	75%	81%
SEN Support	5	0%	20%	0%	0%	0%	20%	0%	0%
EHC Plan	1	0%	0%	0%	0%	0%	0%	0%	0%

Year 5

	# pupils	Reading 2020-2021 Summer 2 % Expected or higher	Reading 2021-2022 Summer 2 % Expected or higher	Writing 2020-2021 Summer 2 % Expected or higher	Writing 2021-2022 Summer 2 % Expected or higher	Maths 2020-2021 Summer 2 % Expected or higher	Maths 2021-2022 Summer 2 % Expected or higher	R/W/M 2020-2021 Summer 2 % Expected or higher	R/W/M 2021-2022 Summer 2 % Expected or higher
Boys	33	72%	64%	63%	61%	72%	64%	63%	58%
Girls	27	84%	85%	84%	89%	96%	93%	84%	81%
Pupil Premium	12	42%	42%	42%	42%	42%	33%	42%	33%
Not Pupil Premium	48	87%	81%	80%	81%	93%	88%	80%	77%
Disadvantaged	12	42%	42%	42%	42%	42%	33%	42%	33%
Not Disadvantaged	48	87%	81%	80%	81%	93%	88%	80%	77%
EAL	4	75%	75%	75%	75%	100%	100%	75%	75%
Not EAL	56	77%	73%	72%	73%	81%	75%	72%	68%
Pupils with SEND	12	20%	25%	10%	17%	20%	17%	10%	17%
Pupils without SEND	48	89%	85%	85%	88%	96%	92%	85%	81%
No SEN	48	89%	85%	85%	88%	96%	92%	85%	81%
SEN Support	10	13%	20%	0%	10%	13%	10%	0%	10%
EHC Plan	2	50%	50%	50%	50%	50%	50%	50%	50%

Year 6

	# pupils	Reading 2020-2021 Summer 2 % Expected or higher	Reading 2021-2022 Autumn 1 % Expected or higher	Writing 2020-2021 Summer 2 % Expected or higher	Writing 2021-2022 Autumn 1 % Expected or higher	Maths 2020-2021 Summer 2 % Expected or higher	Maths 2021-2022 Autumn 1 % Expected or higher	R/W/M 2020-2021 Summer 2 % Expected or higher	R/W/M 2021-2022 Autumn 1 % Expected or higher
Boys	24	58%	58%	50%	54%	58%	63%	50%	50%
Girls	36	94%	94%	89%	92%	92%	92%	86%	86%
Pupil Premium	8	63%	50%	63%	63%	63%	63%	50%	50%
Not Pupil Premium	52	83%	85%	75%	79%	83%	83%	75%	75%
Disadvantaged	11	55%	45%	55%	55%	55%	55%	45%	45%
Not Disadvantaged	49	86%	88%	78%	82%	86%	86%	78%	78%
EAL	5	80%	80%	80%	80%	80%	80%	80%	80%
Not EAL	55	80%	80%	73%	76%	78%	80%	71%	71%
Pupils with SEND	6	33%	33%	17%	17%	50%	33%	17%	0%
Pupils without SEND	54	85%	85%	80%	83%	81%	85%	78%	80%
No SEN	54	85%	85%	80%	83%	81%	85%	78%	80%
SEN Support	5	40%	40%	20%	20%	60%	40%	20%	0%
EHC Plan	1	0%	0%	0%	0%	0%	0%	0%	0%

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	