



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 | 418 (2023 – 2024) 418 (2022 – 2023) 416 (2021 - 2022) |
| Proportion (%) of pupil premium eligible pupils | 14% December 2023 14% November 2022 13% September 2021 14% in 2020 |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021 – 2024 2023 - 2024 The aims cover 3 years but we have focused on funding overview for one. |
| Date this statement was published | October 2021 November 2022 December 2023 |
| Date on which it will be reviewed | Termly |
| Statement authorised by | Mrs Nicola Davenport |
| Pupil premium lead | Miss Emma Payne |
| Governor / Trustee lead | Mrs Kirstie Beange |

Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £74,205 plus £15,180 for Pupil premium Plus |
| Recovery premium funding allocation this academic year, to include school led tutoring | £7476 |
| 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 | £96,861 |

Part A: Pupil premium strategy plan

Statement of intent

- Leechpool school is a 2 form entry primary school with 418 pupils, 58 FSM and 59 Pupil Premium, with an additional 4 pupils who we have identified as Disadvantaged. Deprivation levels are average and due to changes in legislation fewer children have FSM, 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, 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'.

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 young carers. The activity 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. 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. |
| 4 | Continue to develop well being opportunities to support social, emotional and mental health needs. |
| 5 | Limited parental engagement for some of our disadvantaged and vulnerable pupils. |
| 6 | Improve spelling ability for all pupils. |
| 7 | Ensuring all pupils feel safe, linking in with the Big Ask responses and the Big Ambition Survey in November 2023. |

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 |
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| 1. Improve phonics and reading to enhance reading skills and influence reading for pleasure. | |
| Progress in reading and phonics | Pupils will achieve national average progress 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 . |
| 3. Improve oracy and vocabulary skills. | |
| Progress in reading and writing | Pupils will achieve national average progress 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.</p> <p>Scores of pupils seen by LM or ELSA will show improvement after 8 week block.</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 standard-ised score of 90 and above. In July 2021 62%, July 2022 77%. |
| 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 way. This will be evident from</p> |

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| <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.</p> <p>Time after school for sports, learning and arts.</p> <p>More high-quality career guidance</p> | <p>the work completed in PSHE lessons, assemblies and whole school displays.</p> <p>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>90% 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. 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: £11,800

| 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 or 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 |
| Mental Health training for key staff | | 4 |

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

Budgeted cost: £23,774

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| 1 to 1 tutoring teacher led programmes | 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 | 1, 2, 3, 4, 5, 6 |

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| | <p>the amount of attention each student will receive 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</p> | <p>1</p> |

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| | <p>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>Year 3 pupils to be targeted for specific phonics input.</p> | <p>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.</p> | <p>1</p> |
| <p>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.</p> | <p>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.</p> | <p>1</p> |
| <p>Parental engagement - Ensure parents have access to professional services workshops on a range of issues to support mental health and well being</p> | <p>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.'</p> | <p>5</p> |
| <p>Well being opportunities to support SEMH</p> | <p>EEF evidence - suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower</p> | <p>4</p> |

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| | SEL skills are linked with poorer mental health and lower academic attainment. | |
| Oracy programme – Voice 21 | EEF evidence - suggests that Oral language interventions that explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school, and when they involve active and meaningful use of any new vocabulary. | 3 |

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

Budgeted cost: £49,053

| 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 |

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| Learning Mentors 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 categories: approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning' | 4 |
| 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 | | 4 |

Total budgeted cost: £ £84,627

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 and 2022 – 2023 academic year.

| Quality of education for all | |
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| Improved progress for PP across the school. | <p>July 2022 – training programme for TA/LSAs actioned. Online training has been identified and targeted with appropriate staff. Individual 1:1 reviews took place with HT and AHT July 2022 identifying further areas to strengthen.</p> <p>July 2023 – Training programme continues to target needs of staff. Clear LSA induction programme in place. Individual 1:1 reviews took place with HT July 2023 and key areas were meeting needs of complex pupils in school. Leechpool signed up for West Sussex Everyone Achieves initiative.</p> |
| Improved KS1 and Year 3 phonics for all pupils | <p>July 2022 – Phonics screening in July 2022 was 88% for Year 1 and 95% for Year 2 that needed to retake. Year 3 phonics input showed in spelling progress.</p> <p>July 2023 - Phonics screening in July 2023 was 95% for Year 1 and 95% for Year 2 that needed to retake. Year 3 phonics input showed in spelling progress and ages – 3 pupils.</p> |
| Ensuring all pupils have a wide range of opportunities to develop their verbal skills and to challenge themselves. | <p>July 2022 – we have signed up and are part of initiative training for the Oracy21 programme.</p> <p>Pre teaching is explicit with key pupils.</p> <p>July 2023 – all staff have accessed online forums and training with oracy 21. Every class has a class discussion guidance document that is co-produced.</p> |
| Improved progress for PP across the school | <p>July 2022 – Provision available for PP pupils ensured they did not miss out on any activity that they wanted to be involved in. This included residential, trips, packs of visual aids to use at home.</p> <p>July 2023 – Ofsted March 2023 recognised that the provision for Disadvantaged pupils was exemplary and no</p> |

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| | pupil missed out. We are now part of the Everyone Achieves initiative. |
| Targeted support | |
| Speech and Language needs as well as additional learning needs identified and targeted | <p>July 2022 – all pupil concerns were screened in EYFS – 18 in total. Targets in place for children and some were included in the NELI intervention. Four referrals made for KS2 pupils and therapy was given.</p> <p>July 2023 – 14 pupils in EYFS were screened and some had small group work and some had 1:1 therapy and intervention.</p> |
| Maths support | <p>July 2022 – years 4, 5 and 6 received additional support with maths. Smaller group allocation with bespoke focus. Dragon maths – arithmetic focus.</p> <p>July 2023 - years 4, 5 and 6 received additional support with maths with the appointment of a senior maths teacher. Smaller group allocation with bespoke focus.</p> |
| Emotional and social needs addressed | <p>July 2022 – Learning mentor and ELSA feedback and review show clear progress for these pupils. Lunchtimes are used for ELSA and LM to be available on playground to be approached by pupils – more pupils are being reached.</p> <p>July 2023 - Learning mentor and ELSA feedback and review show clear progress for these pupils. More pupils were targeted through ELSA and LM being available on playground to be approached by pupils. School continued with its journey of therapeutic thinking and developing emotional literacy skills across the whole school.</p> |
| Emotional and social needs addressed | <p>July 2022 – Attendance at all clubs very positive, only 39/416 pupils did not attend a club during this academic year. Those pupils that did not attend were asked if there was anything school could do to encourage attendance.</p> <p>July 2023 -27/418 pupils did not attend any club over the year. This was due to family reasons. A wider range of pupil chosen clubs were offered – knitting, dodgeball, etc.</p> |
| Other approaches | |
| Higher attendance on trips and clubs. | July 2022 – all year 6 pupils were able to attend residential, uniform purchased for some families when needed and all |

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| | <p>pupils wanting to attend trips have been able to do so, as well as swimming lessons for those not able to swim 25m.</p> <p>Attendance at all clubs very positive, only 39/416 pupils did not attend a club during this academic year. Those pupils that did not attend were asked if there was anything school could do to encourage attendance.</p> <p>July 2023 - 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, as well as additional weekly swimming lessons for those not able to swim 25m.</p> <p>Ofsted March 2023 recognised that the provision for Disadvantaged pupils was exemplary and no pupil missed out.</p> |
| <p>Pupils will have the appropriate equipment and a positive environment to complete homework in.</p> | <p>July 2022 – Over 42 pupils invited and attended to homework club at school. Support given to some families in the form of pre teaching.</p> <p>July 2023 - 45 pupils invited and attended homework club after school.</p> |
| <p>Pupils will widen their life experiences and increase self-confidence.</p> | <p>July 2022 – Life skills programme built on skills learnt last year and included activities such as going on a bus into town, having a meal in a restaurant. Feedback from pupils was positive with some ideas being given to build into next years programme.</p> <p>July 2023 – Life skills programme developed by using older pupils to coach younger pupils in different skills.</p> |
| <p>Parents will meet termly with specific parents to review progress, set targets.</p> | <p>July 2022 – telephone calls, video calls were made with support from school staff but impact is difficult to quantify.</p> <p>July 2023 - telephone calls, video calls were made with support from school staff but impact is difficult to quantify. Verbal feedback from parents has been positive.</p> |
| <p>To ensure all pupils in school are safe.</p> | <p>July 2022 – Ongoing discussions and reminders in assembly and in classes about all pupils having a trusted adult in school to talk to. Children can report any hazards themselves if needed.</p> <p>July 2023 – Discussion and initial draft devised in DSL meetings about carrying out a pupil safeguarding survey for Autumn 23. NSPCC booked for Autumn Term 2023.</p> |

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| Careers advice | <p>July 2022 – in place, and a range of new resources have been purchased, as requested by pupils. A range of visitors including Police to carry out Internet Safety with parents.</p> <p>July 2023 - A range of visitors including Police, athletes, Paralympians, Army officers, dentist, have been into school with different age groups.</p> |
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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 |
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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.