

Pupil premium strategy statement 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Lea Endowed CE Primary
Number of pupils in school	142
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	C Seagrave
Pupil premium lead	C Seagrave/R Bolton
Governor / Trustee lead	A Southword

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 45,705.00
Recovery premium funding allocation this academic year	£ 3,915.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 49,620.00

Part A: Pupil premium strategy plan

Statement of intent

At Lea Endowed, we value all our children equally irrespective of their background or the challenges they face. Our staff and governors are fully committed to ensuring that all our children make good progress and achieve high attainment across our bespoke deep and wide curriculum. 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.

Our overall objectives are intended to support the needs of all children, including those who are vulnerable, regardless of whether they are in receipt of Pupil Premium funding.

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.

The approaches we have adopted complement each other to help children achieve their God-given potential. To ensure our strategies are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

OUR OVERALL OBJECTIVES ARE:

To narrow gaps in attainment between those children eligible for Pupil Premium and other children. Our intention is to ensure all children achieve their full God-given potential.

42% of our pupils in receipt of pupil premium have been identified with special educational needs. In all cases we strive to ensure all our pupils make excellent progress. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching.

Ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment.

At Lea Endowed, we believe children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. This has been particularly evident over recent times, for children on entry to EYFS. We have developed a successful induction programme for our youngest children and their parents. This early intervention helps to remove these barriers sooner in the child's education. Across school, we have seen a noticeable increase in the number of challenges that are impacting negatively on the mental health and wellbeing of our whole school family. Our strategy includes a highly experienced staffing structure, including an external learning mentor who provide nurture and support for our vulnerable children.

To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.

Our attendance target for all children is 96%. We know that children learn best when they attend school regularly. 23% of our children in receipt of PP have been tracked as being Persistent Absentees in Autumn term. In our strategy we focus on encouraging attendance through meeting the well-being needs of pupils and families, by providing exciting learning, through a Deep and Wide curriculum every day in school, including access to outdoor learning, through our family learning mentor, access to our nurture TA and headteacher actively engages with families to encourage and support good attendance.

Challenges

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

Challenge number	Detail of challenge
1. Phonics & Early Reading	Our disadvantaged pupils have been identified as having some greater difficulty with Phonics and Early Reading, than their peers
2. Narrowing Gaps	We have a group of pupils in receipt of PP who are not making expected progress, despite interventions
3. Wellbeing & Mental Health	There has been a significant increase in the number of children experiencing poor mental health and wellbeing
4. Attendance	23% of children in receipt of PP currently have attendance which falls below 90%

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
To ensure that the Phonics Screening Check outcomes for Disadvantaged pupils in 2023-'24 will be narrowed to be more in line with their peers.	Phonics Screening Check 2023-24 indicates that the gap between Disadvantaged children and their peers is narrowing.
To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points.	All pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points.
To ensure the well-being needs of all children in receipt of pupil premium funding are prioritised so they can flourish and reach their full potential.	Children and their families know they are valued and supported. Children receive targeted support and their wellbeing is increasingly secure
To narrow the gap between whole school attendance and pupils in receipt of pupil premium funding.	The proportion of children in receipt of pupil premium classed as persistent absentees is reduced

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

Budgeted cost: £ 33,497

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated SSP programme to secure stronger Phonics teaching and learning for all pupils and fulfil the statutory requirement	Phonics approaches have a strong evidence base indicating a positive impact on the accuracy of word reading, though not necessarily comprehension, particularly for children from disadvantaged backgrounds. Phonics/Toolkit Foundation/EEF Strand/Education Endowment	1
To further increase the capacity of SENCo to liaise with multi-agencies as well as provide additional support for teachers and parents	See EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020 Ensure all pupils have access to high quality teaching. Compliment high quality teaching with small group and one to one interventions. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	2 3 4
Keep KS1 cohorts discrete to maximise quality first teaching	EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1 2
Invest heavily in Teaching assistants to enhance teaching and learning outcomes	EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants 'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.	1 2 3
Invest in staff CPD to support Wellbeing for all stakeholders including Senior Mental Health Lead Training and Curriculum	EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies	3 4
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.	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:	1 2 3

We will fund Subject Lead release time to embed key elements of guidance in school and to access Maths resources and CPD	Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 6,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Re-establish School Led Tutoring for disadvantaged pupils who are falling behind Age Related Expectations Continue to liaise between class teacher, staff member leading interventions to personalise learning and create bespoke individual and small group interventions.	EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support ‘Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.’	1 2 3 4
TAs working across school to support teaching and learning alongside delivering nurture sessions at various times throughout the day to improve for mental health and wellbeing	EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants ‘Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils’ learning outcomes.	2 3 4
TAs Effective deployment of Teaching Assistants to support key children and year groups/cohorts	EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants ‘Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils’ learning outcomes.	1 2 3 4
Assessment Leads- Pupil Progress /Tracking Assessment Leads analyse summative assessment data and help identify	EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support ‘These interventions should be targeted at specific pupils using information gathered from assessments	1 2

children who need more targeted intervention	and their effectiveness and intensity should be continually monitored.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9,223

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supervision – All staff receive Supervision on at least termly basis to maintain wellbeing and maximise outcomes for children</p> <p>Collette – pastoral support from Learning mentor for vulnerable children and families</p> <p>Cultural Capital – support disadvantaged children with access to a wider range of life experiences</p> <p>Open Door – Encourage relationships between home and school</p> <p>Outdoor Learning- Use of outdoor learning to support key groups of pupils</p> <p>Increase links with PAST/SEND team and Health Professionals</p> <p>Increase Parental Engagement – Offer parenting group sessions working on specific needs identified through</p>	<p>EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p>	2 3
		2 3
		2 3
		2 3
		1 2 3 4

Supervision and Staff Meetings		
CAF/TAF - process with vulnerable families- allowing them to access key services		
Transition arrangements into EYFS and end of year		1 2 3
Attendance Monitoring and meetings - to be a focus item for key pupils through regular monitoring and tracking of vulnerable pupil eg pupil progress meetings		2 3

Total budgeted cost: £ 49,620.00

£33,497

£6,900

£9,223

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.

Throughout 2021-2022, all children's learning and progress was evaluated with daily formative and termly summative assessment for learning, taking place to identify missed learning, addressing gaps and moving learning forward with a meaningful and targeted whole school approach. Careful transition allowed children to begin the new academic year from their individual starting points to maximum outcomes for all learners.

Comparison Tables for Children in Receipt of Pupil Premium v Children not in Receipt of Pupil Premium for End of Key Stages 2021-2022

EYFS GLD

2021-2022	PP	Non PP
	1 out of 3 33%	11 out of 17 65%

KS1 RESULTS

2021-'22	Reading	Writing	Maths	GPS
PP	6/8 75%	5/8 63%	4/8 50%	5/8 63%
Non PP	8/12 67%	8/12 67%	8/12 67%	9/12 75%

KS2 RESULTS

2021-'22	Reading	Writing	Maths	GPS
PP	5/9 56%	7/9 78%	7/9 78%	8/9 89%
Non PP	10/13 77%	9/13 69%	11/13 85%	9/13 69%

The most significant gaps between disadvantaged and non-disadvantaged children is in EYFS. The Gap between these two groups of children is less apparent at the end of Key stages 1 and 2, with children in receipt of Pupil Premium, outperforming the non-disadvantaged children in some subjects.

The teaching and Learning in Reading and Maths is being significantly enhanced through the introduction of a new SSP and Maths scheme of work in 2022-2023.

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
Phonics and Early Reading	Little Wandle SSP
Maths Mastery	White Rose Hub