

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	Lea Endowed CE Primary
Number of pupils in school	138
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019-2022
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	C Seagrave
Pupil premium lead	C Seagrave/R Bolton
Governor / Trustee lead	L. Gregoire Parker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 38,935
Recovery premium funding allocation this academic year	£ 978.75
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 39,913.75

Part A: Pupil premium strategy plan

Statement of intent

The allocation of Pupil Premium money is calculated according to the intake of the school and the children that have been in receipt of Free School Meals during the last six years or have been in care for six months or longer. At Lea Endowed CE Primary School, all staff and governors share a strong commitment to do our utmost to remove any barriers that may hinder a child's development. These may include one or more of the following:

- Low self-esteem/confidence
- Below/well below literacy skills on entry
- Below/well below language and communication skills on entry
- Lack of experiences outside of school
- Social/family situations which may impact the child's readiness to learn

We ensure that:

- A high profile is given to Pupil Premium pupils
- All teachers are accountable for the progress of Pupil Premium children
- We have used our knowledge of the children, data analysis and liaison with parents, governors and external agencies to decide how best to spend our funding and maximise opportunities.

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.

24% of our pupils in receipt of pupil premium have identified special educational needs and one of these SEN children was also under the care of the Local Authority. 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. We have accessed this using our current staff in school, through the School Led Tutoring Programme.

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. Lockdown has seen an increase in pupils' emotional and social needs that impact on learning with increases in both pupil and adult mental health and wellbeing needs. Our strategy includes a highly experienced family learning mentor who works with our vulnerable children in collaboration with the Headteacher and class teachers.

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. 25% of our PP children 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 Narrowing Gaps	We have a group of pupils in receipt of PP who are not making expected progress, despite interventions
2 Wellbeing & Mental Health	There has been a significant increase in the number of children experiencing poor mental health and wellbeing
3 Attendance	25% 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 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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 23,730

Activity	Evidence that supports this approach	Challenge number(s) addressed
To further increase the capacity of SENCo to liaise with multi-agencies as well as provide additional support for teachers and parents	<p>See EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020</p> <p>Ensure all pupils have access to high quality teaching.</p> <p>Compliment high quality teaching with small group and one to one interventions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	1 2 3
Keep KS1 cohorts discrete to maximise quality first teaching	<p>EEF research guidance:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1
Invest heavily in Teaching assistants to enhance teaching and learning outcomes	<p>EEF research guidance:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>'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.</p>	1 2
Identify a programme for Phonics which will improve reading outcomes for all children and fulfil the statutory requirement	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Phonics/Toolkit Strand/Education Endowment Foundation/EEF</p>	1
Invest in staff CPD to support Wellbeing for all stakeholders including Supervision Training and Curriculum	<p>EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p>	1
Work with Maths Hub to take part in 'Mastering Number Fluency programme' across Key Stage 1	<p>See EEF research guidance report: 'Improving Mathematics in the Early Years and Key Stage 1' published January 2020</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	1

Allocate an experienced TA to enhance nurture provision and provide targeted interventions for specific children	EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1 2 3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 11,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
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
Helen T TA working across school to support teaching and learning alongside delivering nurture sessions at Lunchtimes 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
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

<p>Assessment Leads- Pupil Progress /Tracking</p> <p>Assessment Leads analyse summative assessment data and help identify children who require catch up and more targeted intervention</p>	<p>EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p> <p>‘These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.’</p>	1
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,045

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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 Increase links with PAST/SEND team and Health Professionals</p> <p>Parenting Group Sessions - Offer parenting group sessions working on specific needs identified through Supervision and Staff Meetings</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
		1 2
		1 2 3

CAF/TAF- process with vulnerable families- allowing them to access key services		1 3
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		3

Total budgeted cost: £ 39,913.75

£23730

£11,200

£5045

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 2020-2021, all children's learning and progress was evaluated with high quality 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.

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