



## Pupil Premium Strategy Statement including recovery spending

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.

### 'Using recovery premium funding'

**Schools should spend this premium on evidence-based approaches to supporting pupils. In line with the Education Endowment Foundation's pupil premium guide, activities should include those that:**

- support the quality of teaching, such as staff professional development
- provide targeted academic support, such as tutoring
- deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support

**Like the pupil premium, schools can:**

- spend the recovery premium on a wider cohort of pupils than those who attract the funding
- direct recovery premium spending where they think the need is greatest'

Also, please note the following in relation to reporting requirements:

*'Schools must show how they are using their recovery premium effectively:*

- by reporting on their use of recovery premium as part of their pupil premium strategy statement
- through inspections by Ofsted - as part of these inspections, inspectors may discuss plans schools have to spend their recovery premium funding'

## School Overview

DETAIL	DATA
School name	Leigh St Peter's CE Primary School
Pupils in school	391
Proportion of disadvantaged pupils	50.3%
Academic year/years that our current pupil premium strategy plan covers (3 years recommended)	2021-2024
Date this statement was published:	December 2021
Date this statement will be reviewed:	July 2022
Statement authorised by:	Wendy Cathie, Headteacher
Pupil premium lead:	Kate Metcalfe, Maths Lead, Y2 teacher
Governor lead:	Margaret Hughes, Chair of Governors

## Contextual overview

	% eligible for FSM	% of pupils who are EAL	% of pupils from ethnic minority groups	% of pupils with SEN support	% of pupils with an EHCP	School deprivation indicator
School	52.9%	10.7%				0.25
National	23%	21%	34%	12%		0.21
LA	25%	7%				0.18

## Entitlement Overview of PPG by Year Group:

Year Group	Number of Pupils	Percentage
Year Reception	18/49	37%
Year 1	14/43	33%
Year 2	19/46	41%
Year 3	27/47	57%
Year 4	25/35	71%
Year 5	32/55	58%
Year 6	25/54	46%

## Mobility

Due to the high levels of mobility within the school exact percentages will fluctuate across the year and therefore explaining any differences in percentages from external data. The proportion of pupils joining or leaving the school other than at the beginning of the school year is significantly above average. The table shows mobility in the current school year compared with figures at the end of the last academic year.

		YR	Y1	Y2	Y3	Y4	Y5	Y6
New to school during current Key Stage	2021-22	<b>22/49</b> 45%	<b>2/43</b> 7%	<b>3/46</b> 7%	<b>1/46</b> 2%	<b>2/35</b> 6%	<b>1/55</b> 2%	<b>3/54</b> 6%
	2020-21	<b>8/43</b> 17%	<b>9/47</b> 19%	<b>3/35</b> 9%	<b>4/35</b> 11%	<b>0/55</b> 0%	<b>3/53</b> 6%	<b>1/49</b> 2%

Figures for 2021-22 updated in December 2021. Figures from 2020-21 show final figures at the end of the academic year.

## Funding Overview

DETAIL	AMOUNT
Pupil premium funding allocation this academic year	£1345.00 x 189 = £254,205
Recovery premium funding allocation this academic year	£145 x 195 = £28,275
Pupil premium funding carried forward from previous years (Enter £0 if not applicable)	£19,917
Pupil premium amount for service children	£2345.00 x 6 = £14,070
<b>Total budget for this academic year</b>	<b>£316,467</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

As a Church of England Voluntary Aided Primary school our distinctive Christian character drives us in our intention to ensure that all pupils in our school community make progress regardless of their background or the challenges that they are presented with whilst attending our school. We want our pupils to meet national age-related expectations, or better across all subject areas. The focus of our pupil premium strategy is to support all pupils in particular, our disadvantaged pupils to achieve, including pupils who are already high attainers.

We will consider the challenges faced by our vulnerable pupils, especially those pupils who have social services working closely with them and those pupils who have been previously looked after. The approaches that we have detailed in this strategy statement are intended to support our pupils needs, regardless of whether they are disadvantaged or not.

High quality teaching is at the heart of our approach, with a particular emphasis on areas where our disadvantaged pupils need the most assistance. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. We are resolute in our daily work to improve the attainment and progress of both our disadvantaged pupils as well as maintaining and improving the outcomes of our non-disadvantaged pupils.

Our improvement strategy for disadvantaged pupils, is fundamental in our wider school plans for education recovery, notably in our targeted approach through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to the common challenges and individual needs, rooted in robust diagnostic assessment, in the areas, which have shown the biggest impact on our school pupils. We have adopted strategies which complement each other and support pupils to accelerate their progress. To ensure effectiveness, we will:

- Ensure that disadvantaged pupils are challenged in the work that they are set.
- Intervene early, at the point where intervention is identified.
- Adopt a whole school approach in which staff take responsibility for disadvantaged pupil outcomes and raise expectations of what they are able to achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers (Curriculum)
2	Assessments, observations, data, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics (currently a 10.3% gap) than their peers. This negatively impacts their development as readers.
3	Assessments (internal) indicate that on entry to Reception, 75% of our disadvantaged pupils arrive below ARE in communication and language. Although this gap narrows at the end of KS2, the gap is still significantly below the national average (2019 = 48% RWM combined). (NELI)
4	Attainment as a whole has been impacted because of the partial closure across school. Internal assessment from baseline data at the beginning of the 2021 academic year show that writing has been the worst affected. (PIXL)
5	<p>Since the re-commencement of full-time education for all pupils, in September, our discussions with families and observations of children have identified many social and emotional issues for many of our pupils. These Social and Emotional aspects of learning particularly affect disadvantaged pupils, including impacting on their attainment.</p> <p>Additional to this, the percentage of pupils who repeatedly excluded was in the highest 20% of school nationally for the last 3 years (2017/18, 2018/19, 2019/20)</p> <p>Social and emotional aspects of learning (PASS/PSHE/mindfulness) Put cost of PASS in it. PIL – what has the costing been?</p>
6	<b>Attendance</b> Need attendance figures for last 3 years for PPG pupils
7	<b>SEND &amp; PPG</b> Assessments and observations of SEND and PPG pupils who have significant SEMH needs need support to effectively access R, W and M to support them to make progress in line with their current ability.

## Intended Outcomes

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

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils	Through sequenced planning and curriculum design, assessments, observations and pupil voice indicate significantly improved oral language acquisition of disadvantaged pupils. This is evidenced through several sources of evidence, including deep dives, work scrutiny, pupil progress meetings, pupil voice and formative assessments within teaching.
Improved reading attainment in disadvantaged pupils	Improvement of attainment in disadvantaged pupils for phonics and in KS2 attainment outcomes, leading to a narrowing of the gap between our disadvantaged pupils and the attainment of children nationally.
Improved progress in learning for children with the most severe SEND needs	Improvement in progress of SEND and PPG pupils (with significant SEMH needs) in line with their ability.
Improved communication and language among disadvantaged Reception children at the end of academic year.	<p>Communication and Language Intervention Programme implemented across Reception year as well as WellComm in Preschool.</p> <p>Intervention within communication and language are evident through observation, as well sequenced early years curriculum.</p>
Improved KS2 RWM outcomes for disadvantaged pupils.	KS2 RWM outcomes in 2024/25 show that the gap is narrowing between school disadvantaged attainment and that of disadvantaged pupils nationally to ensure more pupils are meeting the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, in particular our disadvantaged pupils	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>▪ qualitative data from student voice, student and parent surveys and teacher observations</li> <li>▪ a significant reduction low-level behaviour incident across school.</li> <li>▪ A significant reduction in school repeated fixed term exclusions across school.</li> <li>▪ A successful nurture provision which is proactive in early intervention across EYFS and KS1.</li> <li>▪ a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>▪ a coherent and Social and Emotional wellbeing curriculum which addresses the soft skills within learning to positively impact on the learning of disadvantaged pupils.</li> </ul>
To achieve and sustain improved attendance for all pupils, in particular for disadvantaged pupils	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>▪ a significantly reduced PA number for all pupils (2020-21 academic year saw 127/325 (39%) reaching PA levels).</li> <li>▪ Improve attendance so that it is broadly in-line with national attendance figures.</li> </ul>

## 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:** £141,401

Activity	Evidence that supports this approach	Challenge number (s) addressed
<b>Priority 1:</b> to improve the quality of metacognition strategies (used across key stages and lessons to support children in addressing what they have learnt and in reviewing and improving what they have learnt).	<ul style="list-style-type: none"><li>▪ Review strategies to support metacognition and self-regulation across school.</li><li>▪ Create consistent approach to Rosenshine's: Principles in Actions across school.</li><li>▪ Pupil voice throughout subjects across school shows that pupils are remembering more, can review and understand what they are learning and its importance.</li><li>▪ Formative assessment practices are used to support children to remember more.</li><li>▪ To support children's well being through taught Yoga sessions in small groups.</li><li>▪ <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></li></ul>	1, 2, 3
<b>Priority 2:</b> Curriculum	<ul style="list-style-type: none"><li>▪ Prioritise the development of a well-sequenced and progressive curriculum from EYFS to Year 6.</li><li>▪ Develop a broad and balanced curriculum where pupils are developing and building knowledge over time and which extends their understanding of the world around them.</li><li>▪ Develop and inspire the children thirst for knowledge through engaging activities which the children can call upon throughout school and beyond.</li><li>▪ Develop practices for purposeful instruction to ensure that, over time, teaching improves, which in turn provides pupils with a range of skills to help them to learn effectively (linked to priority 1)</li><li>▪ Involve parents in the learning experiences of their children.</li><li>▪ Use high quality formative and summative assessment to support high quality teaching and the need for focussed small-group intervention when needed).</li></ul>	1, `5
<b>Priority 3:</b> Phonics	<ul style="list-style-type: none"><li>▪ Prioritise the development of communication and language</li><li>▪ Develop children's early reading using a balanced approach</li><li>▪ Develop children's capability and motivation to write (high-quality EYFS curriculum across EYFS: 2YO provision – Reception) that prepares pupils for the transition into Year 1.</li><li>▪ Embed opportunities to develop self-regulation (linked to priority 1)</li><li>▪ Support parents to understand how to help their children learn</li><li>▪ Use high-quality assessment to ensure that the pupils make good progress.</li><li>▪ Support pupils using targeted support from an early stage (SENDCO linked to EYFS, speech and language mini-clinics, identifying early differing needs in Nursery and Reception)</li></ul>	1, 2

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

**Budgeted cost:** £56,932.00 + 46,045.00 = £102,997.00

Activity	Evidence that supports this approach	Challenge number (s) addressed
<b>Priority 1:</b> to implement intervention programmes to support the raising of attainment/gaps in learning across KS1 and KS2 to narrow the gap of national attainment and the attainment of PP pupils.	<ul style="list-style-type: none"> <li>▪ Targeted interventions and support for pupils by qualified teachers and teaching assistants in reading, writing and maths and communication and language.               <ul style="list-style-type: none"> <li>- TAs used to support pupils of all abilities (through differentiated input and intervention at the point of need)</li> <li>- TAs have access to relevant CPD to allow them to add value to what the teachers do.</li> <li>- TAs are supporting pupils to develop independent skills and to allow pupils to manage their own learning, over time.</li> <li>- TAs accessing effective CPD/appraisal to ensure that they are equipped to undertake their role.</li> <li>- TAs delivering high quality 1:1 or small group interventions in phonics or in reading, writing and maths.</li> <li>- Interventions can be linked explicitly to everyday classroom teaching</li> </ul> </li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	2, 4
<b>Priority 2:</b> to implement academic support for pupils whose needs are differing to access high-quality teaching in allowing then to access the curriculum, through specialist teaching of reading, writing and maths.	<ul style="list-style-type: none"> <li>▪ Small group teaching of reading, writing and maths for pupils with SEND and SEMH who are also PP pupils to ensure:               <ul style="list-style-type: none"> <li>- Positive and supportive environment for all pupils without exception</li> <li>- Ongoing, holistic understanding of pupils and their needs.</li> <li>- Pupils are gaining access to high-quality teaching</li> <li>- Small group interventions are sitting alongside accessing the wider curriculum</li> <li>- Teachers and teaching assistants working effectively to meet the needs of the pupils who require additional support.</li> </ul> </li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	7
<b>Priority 3:</b> to implement strategies to support pupils with social, emotional learning challenges to better access the curriculum.	<ul style="list-style-type: none"> <li>▪ Teach SEL skills explicitly</li> <li>▪ Integrate and model SLE skills in everyday teaching</li> <li>▪ Carefully adopt SEL programme within our weekly curriculum offer</li> <li>▪ Ensure that our SEL offer is SAFE (sequential, Active, Focussed and Explicit).</li> <li>▪ Reinforce SEL skills through celebration in assemblies and as part of everyday practice/school Christian ethos and within curriculum offer.</li> <li>▪ Plan, support, monitor and evaluate SEL offer for pupils.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>	5
<b>Priority 4:</b> Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p>	2, 4



whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <ul style="list-style-type: none"> <li>▪ <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></li> </ul>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £49,110.00

Activity	Evidence that supports this approach	Challenge number (s) addressed
<b>Priority 1:</b> to improve Parental Engagement within our school community	<ul style="list-style-type: none"> <li>▪ Critically review how we work alongside parents.</li> <li>▪ Provide practical strategies to support learning at home.</li> <li>▪ Tailor our school communication to encourage positive dialogue about learning</li> <li>▪ Offer more sustained and intensive support when needed.</li> </ul> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a>	1-7
<b>Priority 2:</b> to improve attendance including the attendance of PA children across the school.	<ul style="list-style-type: none"> <li>▪ Provide a range of clubs to children including breakfast club to encourage children to be in school prior to the start of the school day.</li> <li>▪ Phone calls home and home visits for children who are off school; encouraging them to attend school promptly.</li> <li>▪ Home visits for pupils who are not in school.</li> <li>▪ Monitoring the % of pupils who are PPG/and their attendance at extracurricular and breakfast clubs.</li> <li>▪ Monitoring of attendance to allow awards to be distributed during weekly during celebration assemblies for classes' average attendance (showing collective responsibility).</li> </ul> <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	6
<b>Priority 3:</b> to improve the behaviour of pupils across the school.	<ul style="list-style-type: none"> <li>▪ Know and understand our pupils and what influences them</li> <li>▪ Teach learning behaviours and managing misbehaviour through TIS practice, zones of regulation and through SEL curriculum offer.</li> <li>▪ Use classroom management strategies to support good classroom behaviour: dojos, praise postcards, celebration assemblies, reward charts, etc).</li> <li>▪ Use simple approaches as part of regular routines.</li> <li>▪ Targeted approaches to meet needs of individuals who present differing behaviour needs, including 1:1 support, behaviour support through in-house "The Nest", through Nurture interventions, Boxall and PASS assessments).</li> </ul> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour#nav-downloads">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour#nav-downloads</a>	5

Total budgeted cost: £293,508



**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.