

Leckhampton C of E Primary 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	Leckhampton C of E Primary School
Number of pupils in school	567
Proportion (%) of pupil premium eligible pupils (Ever 6)	2.6 %
Academic year that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Samantha Porter, Headteacher
Pupil premium lead	Rachel Curtis, Assistant Headteacher
Governor lead	Tim Beardsmore and Paul Harris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (includes service premium funding)	£30,000
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£18,136
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	£48,136

Part A: Pupil premium strategy plan

Statement of intent

Leckhampton C of E Primary School is a large primary school in the South of Cheltenham. Whilst the number of pupils in receipt of pupil premium remains low, this enables the school to plan provision based on each pupil's needs and story. All members of staff are committed to ensuring that all disadvantaged pupils achieve at least in line with their peers across all subject areas. We want our children to enjoy school to its fullest and to be able to access curricular opportunities both inside and outside of the classroom which support their personal development and attitudes to learning.

Quality first teaching is our primary driver for improvement, with a focus on clear action planning for disadvantaged pupils. We know that this is proven to make the biggest difference to pupil outcomes and closing the attainment gap. Whilst aiming to raise standards for all disadvantaged pupils, we recognise the importance of continuing on the trajectory of high attainment for all groups of pupils. Ultimately, we aim to provide the very best quality of education we can offer to all pupils in our care.

In support of this, we offer targeted support through a range of interventions, moving then to whole school strategies. The Education Endowment Foundation demonstrates that this tiered approach is an effective strategy when improving outcomes for pupils.

By targeting our efforts in a smaller number of key priorities, we believe that this will make the biggest difference to disadvantaged pupils' outcomes. The approaches we have adopted complement each other to help pupils excel. We will achieve this through;

- The Leckhampton Curriculum offer which provides pupils with a strong foundation in all subjects and enables leaders to track pupils' attainment and progress within each subject strand.
- High expectations from all members of staff.
- Quality first teaching and accountability for the attainment and progress of disadvantaged pupils.
- Effective use of Teaching Partners.
- Continuous professional development for Teachers and Teaching Partners.
- Effective pastoral support and therapeutic interventions.
- Prioritising participation in extracurricular and musical opportunities (including peripatetic music sessions).

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.

Challenges

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

Challenge number	Detail of challenge
1	Impact of COVID
2	Lower starting points on entry/ acquisition of early reading and maths
3	Slower progress rates for pupils identified at working below age related or at risk of working below age related expectations.
4	ACES including trauma experienced during lifetime.
5	Family circumstances/well-being of pupils.
6	Experiences and opportunities in line with peers.

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
Quality first teaching ensures that specific needs of pupils are identified and clear actions and evaluation points set. Following diagnostic assessments, interventions are carried out and a thorough evaluation at the end of the period.	Evaluations show that pupils needs are effectively met and interventions close the gap for pupils. Planning and feedback identifies that teachers are addressing misconceptions and accelerating progress for pupils.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2021 – 2022 show that all disadvantaged pupils met at least the expected standard. Disadvantaged pupils with SEND accelerate progress against their starting point. Reading outcomes for all other year groups demonstrate that progress is accelerated and exceeds their individual target on school's tracking system.
Improved maths attainment for	KS2 maths outcomes in 2021 – 2022 show that all disadvantaged pupils met at least the expected standard.

<p>disadvantaged pupils at the end of KS2.</p>	<p>Disadvantaged pupils with SEND accelerate progress against their starting point.</p> <p>Maths outcomes for all other year groups demonstrate that progress is accelerated and exceeds their individual target on school's tracking system.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • High levels of participation, engagement and self-regulation in lessons
<p>Pupils have access to the Leckhampton offer and any barriers are removed.</p>	<ul style="list-style-type: none"> • Pupils enjoy opportunities in and out of the classroom which supports them in developing characteristics and personal qualities which will assist them when facing future challenges.

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: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching. Governors, leaders and teachers ensure that the following features appear in all lessons;</p> <ul style="list-style-type: none"> •Teachers know what they need to teach and how to teach it. •Teachers plan sequences of lessons which build on previous learning. They ensure the foundations are secure and address any gaps before moving on. Knowledge and concepts are revisited regularly. •Teaching is dynamic and responds to the needs of pupils. •Feedback is in the moment and addresses misconceptions or increases challenge for pupils. •High expectations – this isn't about making work harder, it's about engagement, focus, effort, independence and cooperation. •Written work and tasks are well presented and well organised. Content is the best it can be for the individual. •Inclusive – scaffolding and pre-teaching is in place to enable pupils to succeed with the learning objective. Action plans are implemented and reviewed regularly. Cultural Capital opportunities are interwoven into the curriculum. •Lessons help pupils to become well rounded individuals – they talk about things which matter to them and what is happening in the world around them. They challenge stereotypes and inequality and discuss big questions. Teachers 	<p>Our lesson checklist ensures that the key principles of effective teaching and learning are being met. Our teachers know our pupils well and through our behaviour model, ensure that they show both deliberate care and never give up on any child.</p> <p>Comprehensive CPD on this core aim ensures that all teachers are supported and guided in meeting the high expectations at Leckhampton.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	<p>1,2,3</p>

<p>skillfully support discussions with our school vision in mind.</p> <ul style="list-style-type: none"> •Teachers assess at the end of lessons and make adjustments to planning accordingly. They use our feedback policy to guide pupils in their next steps. 		
<p>Continued Professional development for Teachers and Teaching Partners.</p>	<p>Professional external support in providing CPD to ensure high quality teaching and consistency in approach across all classes and year groups. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	<p>1,2,3</p>
<p>Purchase of standardised diagnostic assessments.</p>	<p>Standardised tests support teacher observations and assessments and question analysis helps to identify key strengths and areas for development both for individual and groups. This enables teachers to target support and teaching in specific areas. Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1,2,3</p>
<p>Pre and Post teaching opportunities</p>	<p>Focussed sessions based on feedback given to prepare pupils for challenging concepts or an opportunity to recap and practice skills or knowledge. Teaching Partners and Learning Mentors support pupils in pre and post sessions to raise confidence and self-belief. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1,2,3,4</p>
<p>Precision teaching to support phonic acquisition.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>

<p>Enhancement of our maths teaching and provision in line with DfE and EEF guidance.</p> <p>Further develop Maths Mastery approaches in EYFS to prepare children for Key Stage 1 expectations. Review provision to ensure that opportunities to access maths is wide and varied.</p> <p>Purchase additional Maths support resources to assist pupils in progressing to meet the expected standard at the end of Key Stage 2.</p>	<p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>3</p>
---	--	----------

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

Budgeted cost: **£25,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Evidence informed interventions run by Learning Mentors and Teaching Partners.</p>	<p>Children have access to a range of interventions which are carefully tracked and evaluated for effectiveness. These one to one or small groups sessions enable pupils to focus on their specific barriers in a structured place away from the classroom.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1,2,3</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. This work commences in the Autumn Term for identified pupils.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>

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

Budgeted cost: **£15,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and Zones of Regulation with the aim of ensuring that the developmental and emotional needs and responses of pupils are consistently and sensitively managed.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4,5
Further developing the school's pastoral offer. At least 75% of disadvantaged pupils have experienced an ACE or trauma at some point in their life. We know that this has a long-lasting impact on their ability to think, interact with others and on their learning.	Through direct work with pupils and families, barriers are challenged and pupils are able to access learning.	4,5
Therapeutic interventions – Play and Art therapy sessions for identified pupils.	Clinical studies and research.	4,5
Extra-curricular offer to pupils including Year 6 residential visit.	Bursaries offered to families to support costs to ensure every child has access to the school's offer. Pupil voice in sharing experiences.	6

Total budgeted cost: £50,000

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.

As can be evidenced by the balance figure carried forward in our strategy, some of the school's actions could not be carried out in the previous academic year as a result of the pandemic. This was primarily due to the significant difficulties in recruitment of skilled Teaching Partners in 20/21. As the Country moved to fewer restrictions, the carry forward into this academic year enabled us to appoint an additional Learning Mentor and an additional temporary position of Well Being Teaching Partner.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was most significantly impacted in writing and maths during the pandemic. We mitigated this by putting in place the following;

- Live teacher input complimented by comprehensive teacher resources available in hard copy so families could access at any time.
- A comprehensive recovery curriculum and wellbeing plan at key stages during the pandemic.
- In-school IT loan scheme available for any family who needed this support.
- Online pastoral support for identified pupils.
- Effective use of assessment on return to school for all pupils in Sept 20 and March 21, to inform next steps for pupils.
- On return to school in September 2020 and again in March 2021, individual action plans were drawn up for every child in each class with clear targets and ways of achieving these. This focussed approach ensured that pupils were able to catch up with lost learning.
- Where disadvantaged pupils had an identified SEND, individual packs of learning materials were prepared by teachers and in some cases delivered to homes.

Attendance for disadvantaged pupils is generally high and where specific issues arise, class teachers and leaders address concerns with families and work together to improve attendance or punctuality.

As time has progressed, it is clear that pupil wellbeing and mental health has been significantly affected due to COVID-19-related issues. We have used pupil premium funding to provide wellbeing support for disadvantaged pupils and interventions where needed.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around high quality first teaching.
- utilising a [DfE grant to train a senior mental health lead](#).
- offering a wide range of high-quality extracurricular activities to encourage social interaction, resilience, perseverance and enjoyment. Disadvantaged pupils will be prioritised for places whilst being encouraged and supported to participate.

Planning, implementation, and evaluation

In developing our pupil premium strategy, we have reflected on the challenges of the pandemic and how we can build on previous years' work.

We have used a range of evidence including assessments, work scrutiny and feedback in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports and studies about effective use of pupil premium and how we can make the biggest difference to our pupils. We also looked at studies about the impact of the pandemic on disadvantaged pupils, in particular, the work from Challenge Partners. We also used the [EEF's implementation guidance](#) to help us identify strategies which would work for us and ultimately make the biggest difference to our pupils.

We will continue to monitor our progress against our actions and remain committed to providing the best we can for our pupils.