

## Leckhampton Church of England Primary School Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium & COVID Recovery Grants during the academic year September 2022 - August 2023.

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.

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Link to website: Pupil Premium Technical Note

### **1. School Overview**

Detail	Data
School name	Leckhampton Church of England Primary School
Number of pupils in school	569
Number of pupils eligible for Pupil Premium funding	27
Proportion pupils eligible for Pupil Premium funding	4.7%
Academic year that our current Pupil Premium strategy plan covers	2022/2023
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Miss Porter, Headteacher
Pupil Premium Lead	Miss Bird, Deputy Headteacher
Governor Lead	Mr Harris

## 2. Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year (includes Service Premium funding)	£35,000
Covid Recovery Grant funding allocation this academic year	£1,353
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£36,353</b>

## 3. Pupil Premium Strategy Plan:

### A: Statement of intent

Leckhampton Church of England Primary School is a large primary school in the South of Cheltenham. Whilst the proportion of pupils in receipt of Pupil Premium remains low, this enables the school to plan provision based on each pupil's needs and story.

Which pupils are eligible for Pupil Premium?

- 'Ever 6' free school meals children
- Children of families with no recourse to public funds (NRPF) who are eligible for free school meals
- Looked-after children (LAC)
- Previously looked-after children (PLAC)
- Service children

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 & Learning Mentors.
- Continuous professional development for Teachers and Teaching Partners.
- Effective pastoral support and therapeutic interventions such as The Calm Zone.
- Prioritising participation in extracurricular and musical opportunities (including peripatetic music sessions).

Reduced prices are given for school trips to families in need of financial support. This is decided on a case-by-case review of each family’s circumstances and how much support is needed.

We also endeavor to consider the challenges faced by other 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 classed as disadvantaged or not.

## **B: Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Impact of Covid-19 pandemic.
2	Lower starting points on entry/ low levels 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	Adverse Childhood Experiences (ACEs) including trauma experienced during lifetime.
5	Difficult family circumstances/ poor well-being of pupils.
6	Lack of age-related experiences and opportunities in line with peers.

## C: 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.	<ul style="list-style-type: none"> <li>• Evaluations will show that pupils' needs are effectively met and interventions close the gap for pupils.</li> <li>• Planning and feedback will demonstrate that teachers are addressing misconceptions and accelerating progress for pupils.</li> </ul>
Improved reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> <li>• KS2 reading outcomes for 2022 – 2023 will show that all disadvantaged pupils meet at least the expected standard. Disadvantaged pupils with SEND will accelerate progress against their starting point.</li> <li>• Reading outcomes for all other year groups will demonstrate that progress is accelerated and exceeds their individual target on school's tracking system (Sonar).</li> </ul>
Improved Maths attainment for disadvantaged pupils at the end of KS2.	<ul style="list-style-type: none"> <li>• KS2 Maths outcomes in 2022 – 2023 will show that all disadvantaged pupils met at least the expected standard.</li> <li>• Disadvantaged pupils with SEND will accelerate progress against their starting point.</li> </ul>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• High levels of participation, engagement and self-regulation in lessons</li> </ul>
Pupils have access to the Leckhampton offer and any barriers are removed.	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

## D: Activity in this academic year

This details how we intend to spend our Pupil Premium (and Covid Recovery Grant 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><b>Quality first teaching. Governors, leaders and teachers ensure that the following features appear in all lessons:</b></p> <ul style="list-style-type: none"> <li>• Teachers know what they need to teach and how to teach it.</li> <li>• Teachers plan sequences of lessons which build on previous learning.</li> <li>• Teachers ensure the foundations are secure and address any gaps before moving on.</li> <li>• Knowledge and concepts are revisited regularly.</li> <li>• Teaching is dynamic and responds to the needs of pupils.</li> <li>• Feedback is in the moment and addresses misconceptions or increases challenge for pupils.</li> <li>• High expectations – this isn't about making work harder, it's about engagement, focus, effort, independence and cooperation.</li> <li>• Written work and tasks are well presented and well organised.</li> <li>• Content is the best it can be for the individual.</li> <li>• Teaching is inclusive: scaffolding and pre- teaching are in place to enable pupils to succeed with the learning objective.</li> <li>• Action plans are implemented and reviewed regularly.</li> <li>• Cultural Capital opportunities are interwoven into the curriculum.</li> <li>• 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.</li> <li>• They challenge stereotypes and inequality and discuss big questions.</li> <li>• Teachers skillfully support discussions with our school vision in mind.</li> <li>• 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.</li> </ul>	<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><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p>	<p>1,2,3</p>

<p><b>Continued Professional Development for Teachers and Teaching Partners.</b></p>	<ul style="list-style-type: none"> <li>•We bring in professional external support to provide CPD to ensure high quality teaching and consistency in approach across all classes and year groups.</li> </ul> <p>Examples of outside agency training: Little Wandle, Zones of Regulation, Giglets &amp; Sonar.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p>	<p>1,2,3</p>
<p><b>Purchase of standardised diagnostic assessments.</b></p>	<ul style="list-style-type: none"> <li>•We use standardised tests to 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.</li> </ul> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1,2,3</p>
<p><b>Pre and Post teaching opportunities.</b></p>	<ul style="list-style-type: none"> <li>•Focused sessions based on feedback are given to prepare pupils for challenging concepts or an opportunity to recap and practice skills or knowledge.</li> <li>•Teaching Partners and Learning Mentors support pupils in pre and post sessions to raise confidence and self-belief.</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>1,2,3,4</p>
<p><b>Precision teaching to support phonic acquisition.</b></p>	<ul style="list-style-type: none"> <li>•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.</li> </ul> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>
<p><b>Enhancement of our Maths Mastery approaches in EYFS to all other year groups.</b></p> <p><b>Purchase additional Maths support resources to assist pupils in progressing to meet the expected standard at the end of KS2.</b></p>	<p>The DfE non-statutory guidance has been produced in conjunction with the NCETM, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>3</p>

## E: 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><b>Evidence informed interventions run by Learning Mentors and Teaching Partners.</b></p>	<p>Children have access to a range of interventions which are carefully tracked and evaluated for effectiveness. These one to one or small group sessions enable pupils to focus on their specific barriers in a structured place away from the classroom.</p> <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>1,2,3</p>
<p><b>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</b></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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>

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

Budgeted cost: **£15,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>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.</b></p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p style="text-align: center;"><a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>4,5</p>
<p><b>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.</b></p>	<p>Through direct work with pupils and families, barriers are challenged and pupils are able to access learning.</p>	<p>4,5</p>
<p><b>Therapeutic interventions – Play and Art therapy sessions for identified pupils.</b></p>	<p>Clinical studies and research.</p>	<p>4,5</p>
<p><b>Extra-curricular offer to pupils including Year 6 residential visit.</b></p>	<p>Bursaries offered to families to support costs to ensure <b>every</b> child has access to the school's offer. Pupil voice in sharing experiences.</p>	<p>6</p>

**Total budgeted cost: £50,000**

**£36,353 of this budget is paid for by Pupil Premium and Covid Recovery funding.**

**The remaining £13,647 of this budget is paid for from the school's devolved budget .**



## 4. Review Of Outcomes

### Pupil Premium strategy outcomes

This details the impact that our Pupil Premium activity had on pupils in the 2021 to 2022 academic year.

During the academic year 2021-22, the impact of the Pupil Premium Strategy was evident in many ways. Throughout the academic year, we appointed two additional Learning Mentors. Their role was to support the learning of the pupils needing additional, academic support. We also appointed additional Well Being Teaching Partners. Their role was to begin to develop The Calm Zone provision for pupils who needed additional support. From the Pupil Premium funding, we also purchased resources to launch the new and improved Calm Zone which would be used from September 2022. This calm, supportive environment has sensory resources to support pupil well-being.

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.

Our end-of-year assessments show that 100% of the Pupil Premium pupils in Year 1 passed their Phonics Screening Check (4 pupils).

#### **End of Key Stage Data:**

Below is the end of academic year data for KS1 & KS2 pupils in July 2022. Generally, the pupils matched their non-pupil-premium peers. In Y6 Reading, the percentage of pupil premium children reaching the expected standard was higher than that of the non-pupil premium children

#### **KS1 Data July 2022 (one pupil in Year 2 on Pupil Premium register):**

Reading: 100% of Pupil Premium pupils reached the expected standard

Writing: 100% of Pupil Premium pupils reached the expected standard

Maths: 100% of Pupil Premium pupils reached the expected standard

#### **KS2 Data July 2022 (five pupils in Year 6 on Pupil Premium register):**

	<b><u>Reading</u></b>	<b><u>Writing</u></b>	<b><u>Maths</u></b>
% Pupil Premium children reaching Expected Standard	100	60	80
% Non-Pupil Premium children reaching Expected Standard	95	87	99

## 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.

### Appendix:

Please find below a link to the government's Pupil Premium Policy for this academic year:

[Pupil premium 2022 to 2023: technical note - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/policies/pupil-premium)