

Pupil premium strategy statement – Leedstown Community Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	74 (4-11)
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	3 Years 2022-25
Date this statement was published	Dec 2023
Date on which it will be reviewed	Dec 2024
Statement authorised by	Rob Argall
Pupil premium lead	Rob Argall
Governor / Trustee lead	Loveday Jenkin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,752
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2,000
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£20,752

Part A: Pupil premium strategy plan

Statement of intent

Our intent is for our North Star (disadvantaged) children to make excellent progress in their reading and writing ability. With an increased confidence and enjoyment in reading, their oracy skills will also improve. Our aim then is for our North Star children to leave Leedstown with the skills, self-belief and passion to continue their education and reach for the highest goals. This will be built on the solid foundation of a reading ability which is in line with age-related expectation.

"There are no great schools without great teachers. The quality of teaching is the single most important in-school factor for improving pupil outcomes and it is particularly important for pupils from disadvantaged backgrounds." DfE 2021. At Leedstown we believe 'the teacher is the intervention' (Marc Rowland). High-quality inclusive teaching is at the heart of our school 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 disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Challenges

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

Challenge number	Detail of challenge
1	<p>Underdeveloped Language skills Assessments, observations, and discussions with pupils in Early Years, indicate underdeveloped oral language skills and vocabulary gaps among many pupils who are deemed to be disadvantaged.</p> <p>Assessments, observations, and discussions with pupils in National Curriculum Years, indicate that pupils find it difficult to articulate and share their ideas in response to questions from the teacher and their peers. Specific strategies need to be put in place to ensure pupils know how to structure an answer to a question posed.</p>
2	<p>Key Skills Attainment – reading, writing, maths Our in-house school data demonstrates that pupils who are deemed to be disadvantaged do not have the recall of key learning needed to build depth of understanding. Assessments show that only 66% of pupils deemed to be disadvantaged achieve age-related expectations in reading, writing and maths at the end of KS2.</p> <p>Many of our children don't read regularly or widely and have a limited knowledge of authors and books. A focus on key skills and intervention is a key strategy to build these foundation steps of learning.</p>
3	<p>Low attendance rates and poor punctuality. We have identified that historically attendance and punctuality has been an ongoing concern. If children are not 'On time, everyday, learning ready' they are not able to access the wide and enriching curriculum we offer at Leedstown.</p>

4	<p>Pupil Engagement in wider learning opportunities</p> <p>We want all of our pupils to have equity of access to the wider learning and extra-curricular provision we provide as a school. Our observations show that many of our pupils, who are deemed to be disadvantaged, have limited access to opportunities to develop cultural capital, in particular outside of their 'home county'.</p> <p>Specific strategies need to be put in place to ensure that uptake for these with pupils who are deemed to be disadvantaged is the same as for all other pupils.</p>
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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
Pupils achieve good outcomes in all year groups, making outstanding progress across the curriculum	<p>High quality modelling of the thought process involved in learning new skills/consolidating understanding. Gaps will close in progress made by PP and non-PP children. 100% of pupils deemed to be disadvantaged meet the ELG in all prime areas of the EYFS as well as Literacy and Mathematics (ensuring a GLD)</p> <p>100% of Year 1 pupils, deemed to be disadvantaged achieve a pass rate of ≥ 32</p> <p>High quality first teaching using a range of pedagogy. High quality ongoing formative assessment used to carefully monitor pupil progress. Regular CPD delivered to teaching and support staff to improve pedagogy.</p> <p>Books will show high quality learning for all pupils and pupils will be proud of their outcomes</p>
Attendance is high, with improved punctuality, for all pupils, especially those who are deemed to be disadvantaged.	<p>Absence rates for all pupils will be no more than 5% and the gap between pupils deemed to be disadvantaged and non-disadvantaged pupils is reduced to no more than 1%</p> <p>Persistent absence rates sit below 8%, with pupils who are deemed to be disadvantaged, being no more than 10% (in line with national figures for all pupils)</p>
Pupils have equity of access to a wide range of enrichment experiences in school	<p>All pupils will have attended a range of cultural capital opportunities throughout their time at Leedstown, including local and national visits and varied enrichment activities, linked to curriculum planning and aspirational opportunities.</p> <p>Disadvantaged pupils are encouraged to attend any and all extracurricular clubs and receive priority placements for clubs on offer.</p> <p>Funding allows all pupils the opportunity to attend all trips, visits and activities outside of school</p>
All pupils are ready to contribute in lessons and demonstrate resilience when faced with challenges both in and outside of the classroom	<p>Pupil voice reflects enjoyment in school and display good attitudes to learning,</p> <p>Social skills, independence, perseverance and teamwork are well developed in all pupils.</p> <p>Equip children with strategies to use when finding learning challenging and be able to engage with</p>

	metacognitive talk with their peers, understanding the benefits of this.
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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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Schedule of CPD for all staff is focussed on pedagogy and building key learning	High Quality First Teaching Research highlights one of the most important things we can do to improve pupil outcomes is to continuously develop the quality of teaching and learning (Higgins et al., 2014). The quality of teaching, should therefore be the top priority in school development.	1, 2, 4
HLTA / TA support in every class	EEF guidance report: Making best use of Teaching Assistants Use TAs to help pupils develop independent learning skills and manage their learning. Use TAs to deliver high quality 1:1 and small group support using structures, evidence-based interventions.	1,2, 4
Oracy	Researchers are in agreement that effective oracy provision is vital to the success of pupils, both in relation to pupils' cognitive development and learning, and their preparation for participation in the wider world (Millard and Gaunt, 2018). Both of these factors are in alignment with our school vision of preparing pupils for lives of choice and opportunity. All Kernow Learning schools, including our school, are investing in becoming Voice 21 oracy schools . We have a dedicated oracy lead and oracy champion that pioneer this practice within our setting. This responsibility includes giving pupils the ability to articulate themselves and express their own opinions confidently and persuasively, to prepare them for deep collaborative thinking and for a variety of professional situations. The Education Endowment Foundation also identifies the importance of 'structured talk' as one of the essential features of effective disciplinary literacy within schools (EEF, 2021). Oracy is treated as a core element of building wider student literacy, which is essential to high-level student attainment and opportunity. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1

The Write Stuff implementation and training	Implementing and developing a writing curriculum that matches the EEF's recommendations for improving literacy, particularly: <ul style="list-style-type: none"> - Teach writing composition strategies through modelling and supported practice. - Develop pupil' transcription and sentence construction skills through extensive practice. 	1,2
To embed Read Write Inc Phonics across the school.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes 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	1,2
The use of Accelerated Reader and the scores of individual pupils displayed and celebrated, to motivate pupils.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
Partnership with the local English Hub.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2

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

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWInc package of support (including pm 1:1 top-ups) and training throughout year: release time/CPD for staff/Outside agency support and challenge	Numerous research and evidence to support this including <ul style="list-style-type: none"> -improving literacy for boys document (click here) -FFT research (click here) -RWInc evidence and feedback (click here) -Oracy – Voice 21 continuation of focus (EEF evidence, click here) 	1,2
Small group tutoring for year 6 pupils to be fully	EEF evidence - indicates that small group tuition can be effective, delivering approximately five additional months' progress on average. Results from studies is consistent and strong,	2,3

prepared for the next phase in their education.	particularly for learners who are behind their peers in primary schools.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Residential trips subsidy for pupil premium children (board, transport and lodging)	The importance of resilience in supporting children to address health inequalities is demonstrated in this report https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/355766/Review2_Resilience_in_schools_health_inequalities.pdf from Public Health England. We know that residential trips are vital in building young people's independence and in turn their resilience.	3,4
School offer (both in and after school) for variety of clubs/sporting opportunity offer for NS children	'The link between pupil health and wellbeing and attainment,' (see link here) EEF research - The role of mentoring-linked support for children's mental health (and attendance improvement) – see link here	3,4
Embedding principles of good practice set out in DFE's Improving School Attendance advice implementing with a clear tiered approach being introduced to improve the attendance of our disadvantaged pupils. Use of EWO and Attendance Officer	Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%. Improving 'Attendance Guidance Report' and 'Working with Parents to Support Children's Learning Guidance Report' from the EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. https://www.gov.uk/government/publications/schoolattendance/framework-for-securing-full-attendanceactions-for-schools-and-local-authorities	3
Develop assessment and feedback across the curriculum	New EEF guidance report: Teacher feedback to improve pupil learning Research suggests that schools should prioritise key principles over methods. The report highlights the need for a thoughtfully designed and implemented feedback policy. 1. Lay foundations for effective feedback. 2. Deliver appropriately timed feedback that focuses on moving learning forward. 3. Plan for how pupils receive and use feedback. 4. Consider how to use purposeful and time efficient feedback.	2,3

	5. Consider how to use purposeful verbal feedback.	
Outdoor learning opportunities, alongside participation in Wild Tribe activities, for all pupils across the academic year	EEF – outdoor adventure learning shows positive benefits on academic learning and self-confidence. Developing children as rounded individuals: children that have fun, grow in confidence, learn new life skills and gain an appreciation of nature are enabled to carry this throughout life The benefits of outdoor learning in the early years National Literacy Trust The Importance of Outdoor Learning (structural-learning.com)	1, 2, 3, 4

Total budgeted cost: £22,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data analysis has shown:

- End of KS2 data showed that 100% of our North Star children achieved Expected Standard in Maths and Reading, with 1/3 of our North Star children achieving Greater Depth in Reading. However, only 66% of our children achieved Expected Standard in writing and this kept the combined outcome at 66%.
- KS1 showed a more challenging picture, with only 50% of our North Star children passing the Year1 Phonics Check. Maths again showed strongly with 100% of our North Star children achieving over 20 in the MTC.

This helps to confirm that time and money spent on CPD for maths has been of value. Leedstown's curriculum has been re-worked with support of our Trust, where we are: focussing on the declarative knowledge that the children are developing. This then leads to the procedural knowledge and, once children have automaticity the conditional knowledge can be taught. There is now consistency across classrooms with the teaching and learning of maths as ALL children have access to these three strands of learning. We believe maths is in a 'securing' phase where we will look to 'strengthen' by the end of the year.

Consistent, supportive visits from the English Hub has revealed an improving picture in the delivery of our Phonics RWInc scheme and summative assessment shows good improvement in targeted children in our first term this year. Colleagues to be supported with understanding of when to use additional colleagues for intervention – at point of teaching in lessons.

Externally provided programmes

Programme	Provider
Youth Sports Trust Membership	Youth Sports Trust
White Rose Maths	White Rose
Spelling Shed	Ed Shed
Maths Shed	Ed Shed
Jigsaw	Jigsaw PSHE/RSE
Charanga	Cornwall Music Service
Planpanion	Planpanion
Striver	2Simple
Wild Tribe	Jane Considine Education – The Write Stuff
Purple Mash	2Simple
Accelerated Reader	