

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Leedstown CP School
Number of pupils in school	70 (4-11)
Proportion (%) of pupil premium eligible pupils	6.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years 2022-25
Date this statement was published	December 2022
Date on which it will be reviewed	February 2023
Statement authorised by	Rob Newlands
Pupil premium lead	Rob Newlands
Governor / Trustee lead	Loveday Jenkin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5,540
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£7,540

Part A: Pupil premium strategy plan

Statement of intent

Leedstown Primary School: Caring, Sharing and Giving.

At Leedstown Primary School we have high aspirations and ambitions for our children, and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that makes the difference between success and failure. The targeted and strategic use of Pupil Premium funding supports us in achieving these goals.

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. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support that is provided by experienced teachers.

Challenges

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

Challenge number	Detail of challenge
1	<p style="text-align: center;">Personal, Social and Emotional Needs</p> <p>Assessments, observations and wider school monitoring shows that increasing numbers of pupils (particularly our most disadvantaged pupils) need support with personal, social and emotional needs. Some families have seen this need grow further as a result of the pandemic.</p>
2	<p style="text-align: center;">Developing a Love of Reading</p> <p>Reading is at the core of what we do at Leedstown. We want to ensure that all stakeholders love reading as this can positively impact the wider curriculum. We want our pupils to experience rich books, and develop a love and understanding of authors.</p>
3	<p style="text-align: center;">Low attendance rates and poor punctuality.</p>

	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.
4	<p style="text-align: center;">Low writing skills and limited vocabulary</p> <p>We have identified there is a gap in attainment particularly with writing and vocabulary with our disadvantaged children. Many pupils need some additional support to make accelerated progress.</p>
5	<p style="text-align: center;">Cultural Capital, Aspirations and Enriching Life Experiences</p> <p>We know that families have been hit hard by the pandemic and the cost of living crisis. We know that this can be a challenge and we want all families to have equal opportunities and fair access to experiences that create life-long memories, develop life skills and encourage our pupils to be the best they can be.</p>

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 maintain improved and supported well-being for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • Pupils will be able to express themselves and be able to show improved learning behaviours. • Pupils will be confident discussing worries or concerns with any adult or peers. • Pupils will engage more with their learning to help support progress. • Worry boxes are available for any appropriate classes for children to share concerns. • Pupil surveys reflect their wellbeing being good and well-supported. • Families are supported through signposting, resources and coffee mornings to enable networking.
Pupils' key skills, particularly our disadvantaged pupils, have improved acquisition and application of these across the curriculum.	<ul style="list-style-type: none"> • Parents/carers are able to support their children at home more confidently. • Children are making accelerated progress in reading and all working at ARE. • Increased fluency of common exception words and standards in Read Write Inc. • Parent/carers are able to question children about what they have read.

	<ul style="list-style-type: none"> The profile of reading across the school and at home is raised.
Increase attendance rates all groups of pupils will be 96+ or higher	<ul style="list-style-type: none"> Persistent absenteeism will be below the national average The gap between PP and non-PP pupils closes. Targeted support will be in place for any pupils whose attendance regular falls below 96% The trust policies on addressing attendance will be correctly implemented.
Attainment in writing will be in line with national expectations and pupils' use of vocabulary will increase	<ul style="list-style-type: none"> Higher percentage of pupils that don't achieve GLD in EYFS will achieve ARE in writing at the end of KS1. Writing attainment at the end of KS2 will be in line with national averages, including those working at greater depth. Pupils to be writing in a variety of different subjects. Pupils vocabulary will improve and impact will be seen in their writing.
All children have a wealth of opportunities for extracurricular experiences.	<ul style="list-style-type: none"> High quality free club options are available to all. Additional sports events are entered. All children take part in yearly enrichment week. Families attend whole school events.

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 £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	2 & 4

	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	
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 & 4
Partnership with the local English Hub.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 4 & 5
Further embed our PSHE curriculum where well-being, safety and awareness of self, others and the wider world is a core theme.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 5

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

Budgeted Cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic.	https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Covid-19_disruptions_attainment_gaps_and_primary_school_responses_-_May_2021.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 4 & 5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics 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 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:	1, 4 & 5
Language Link assessment for all	shorturl.at/jBEU2	1 & 2

EYFS pupils or new starters that require it as appropriate.	Communication and language approaches have a strong evidence impact for very low-cost basis.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted Cost: £1,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted extra curricular activities for PP pupils.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf	1, 2 & 5
Cultural Capital experiences promotes in the curriculum	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf Ofsted (2019) have placed increased focus on this and the importance of improving cultural capital opportunities, particularly disadvantaged pupils	1, 2 & 5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Office Administrator and Headteacher implementing attendance policy.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2, 3, 4 & 5

Total budgeted cost: £7,540

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

During the previous academic year, our primary focus was to continue supporting the social and emotional needs of our students, while also encouraging their active participation in a diverse array of extracurricular activities. To achieve this, we offered complimentary after-school clubs facilitated by both our dedicated staff members and external providers. These clubs were made available to all students, with particular attention given to prioritizing participation for those who were disadvantaged. We proactively reached out to these students to ensure their engagement.

Our Personal, Social, Health, and Economic (PSHE) sessions, utilizing the Jigsaw scheme, were conducted on a weekly basis. These sessions provided valuable dedicated time for students to address personal and social issues that significantly impact their lives. We also conducted whole-school assemblies at the beginning of each week to collectively focus on important themes for the week ahead.

To strengthen early reading skills, we implemented the Read Write Inc (RWI) program across the school. The positive impact of this initiative has already been substantial. In preparation for the full implementation of RWI in September 2022, all our staff members attended rigorous Ruth Miskin Speed Sound training. Additionally, they received comprehensive remote training for the storybook sessions, ensuring their readiness for the program.

Starting in September 2022, we will commence RWI tutoring specifically designed for the lowest 20% of our students. The designated staff member responsible for this tutoring has successfully completed the required training.

To reinforce classroom learning, we procured phonetically decodable books for our Key Stage 1 (KS1) pupils. These books were distributed in their book bags, enabling them to practice and reinforce the concepts covered during school hours.

We maintain a meticulous approach to monitoring attendance, with senior leaders adhering to the Trust's attendance procedures. Our aim is to ensure that all children arrive at school on time, every day, learning ready.

Enrichment Week, a highly successful initiative, was conducted, affording all students the opportunity to participate without any associated costs. This initiative significantly enhances the cultural capital of our students, particularly those who are disadvantaged.

Children had the opportunity to engage in activities such as surfing, climbing, visiting Godolphin Woods, and exploring the aquarium.

The implementation of Accelerated Reader has effectively fostered a genuine love for reading across our school community.

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
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
Purple Mash	2Simple
Accelerated Reader	Renaissance