

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	Leen Mills Primary School
Number of pupils in school	357
Proportion (%) of pupil premium eligible pupils	18% + 4%(service funding)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Russell Tew Head Teacher
Pupil premium lead	Nicola Davies Assistant Headteacher
Governor / Trustee lead	Kate Edwards (PP Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year. Funded within the financial year April 21 – March 22. 58 x £1,435.	£76,665
Recovery premium funding allocation this academic year Funded within the financial year April 21 – March. These figures are based on an estimate.	£4,132
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	N/A

Part A: Pupil premium strategy plan

Statement of intent

At Leen Mills, we have embraced the motto, 'Curious, Creative, Confident.' It is our vision that the children become happy lifelong learners, resilient risk takers and are recognised as contributing members of our community and the world. Our intention is that all pupils, irrespective of their ability, background or challenges they face, make good progress and achieve highly across all subjects. The pupil premium strategy is designed to support our disadvantaged pupils to achieve this goal and develop the necessary emotional, social and mental well-being needs to thrive on every step of their journey.

When making decisions about the use of our Pupil Premium Funding, we will consider the context of the school, the challenges faced by vulnerable pupils, internal data and research conducted by organisations such as the EEF.

Research tells us that the quality of teaching and learning is the most important factor in influencing the achievement of all pupils: this is particularly true for pupils from areas with a high deprivation indicator. (The Sutton Trust, Improving the impact of teachers on pupil achievement in the UK – interim findings, p.2, <https://www.suttontrust.com/wpcontent/uploads/2011/09/2teachers-impactreport-final.pdf>). Ensuring excellent quality first teaching for all pupils is at the core of our offer at Leen Mills through consistency, clear continuity and progression, allowing for the attainment of non-disadvantaged pupils to be sustained and improved alongside the progress of their disadvantaged peers.

A whole school approach has been adopted in which all staff take responsibility for improving disadvantaged pupils' outcomes and raising expectations of what they can achieve. Lessons/interventions are designed to meet the children's' individual needs, allow for early intervention and contain no ceilings to learning.

Challenges

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

Challenge number	Detail of challenge
1	Low reading, writing and maths combined score – Having been a focus in the academic years preceding 2020-2021, the 3-year trend demonstrated that combined data rose from 30% to 64% by the end of KS2. Current data, however, shows this progress has been impacted by the COVID pandemic and has fallen to 43% in KS2 and 17% in KS1.
2	Limited vocabulary - Many children enter our Foundation Stage Unit with poor communication skills and a limited vocabulary; this is especially prevalent among our disadvantaged pupils. Work analysis, observations and

	assessments indicate this continues throughout the school impacting progress in reading and writing
3	Limited first-hand experiences and knowledge of the world – Financial constraints, low aspirations, and national lockdowns have led to reduced opportunities for our pupils to experience things which are new and inspiring (including access to extracurricular activities). Baseline data in FS2 indicates learning related to Understanding the World and Physical Development has the biggest gap between disadvantaged children and their non-PP peers.
4	Pupils emotional and mental well being – Teacher referrals for emotional, social and mental well being have markedly increased during the pandemic. 63 pupils (36 of whom are disadvantaged) currently require additional 1-1 or small group interventions. This has increased by 7% from last year.

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
Increase in the % of disadvantaged pupils achieving EXS+ in reading, writing and maths	Outcomes in 2024/45 show that PP children make good progress which is in line with other pupils nationally and more than 50% of disadvantaged pupils meet EXS+ in reading, writing and maths combined
Improved oral and language skills and vocabulary among disadvantaged pupils.	Children have increased confidence to communicate effectively in order to meet the needs they will have in the future. Pupils are exposed to explicit teaching of vocabulary and practice that supports the development of long term memory.
Increased cultural capital through improved opportunities for visits/visitors and first hand experiences.	Pupil premium children have access to extra-curricular activities and enhancements, including residential visits to enhance their understanding of the world. Powerful knowledge through a carefully planned curriculum
Improved social, emotional and mental well-being for all pupils in our school, particularly our disadvantaged students	Profiles show increased confidence and completion of key skills. Case studies show children are managing their learning well.

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: £ 28,262

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Development of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including the use of manipulatives and Teaching for Mastery)</p> <p>1x 1 hour for all staff £548</p> <p>1x1 hour for all TAs £124</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>	1
<p>Introduction and training of 'Hooked on Books' resource to all staff to support effective delivery of high quality whole class shared reading sessions to promote comprehension</p> <p>1x1 hour staff £672</p> <p>meeting: 1 x 15 mins teach meet</p>	<p>There is strong evidence that the average impact of reading comprehension strategies is an additional six months' progress, with lower attaining pupils appearing to benefit most.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1

all teaching staff £168		
Purchase and introduction of DfE recognised phonics program £26,750	The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. Phonics has a positive impact overall (+5 months) with very extensive evidence. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2
Ensure subject knowledge of staff for foundation subjects is excellent in order to broaden pupils' vocabulary and cultural capital	EEF research 'Closing the Vocabulary Gap' – Alex Quigley	2, 3, 4

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

Budgeted cost: £44074

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of a programme (NELI) to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. (3 x 30mins x 20weeks 1 ta £414	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	1, 2 and 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1

1 x 20 mins TAX39 £179		
<p>Use of existing teachers to deliver school-led tutoring. All disadvantaged pupils, including those who are high attaining will receive tuition</p> <p>1 x1 hour for 10 weeks for GH, ND, JE, SS, KBS, CE, TK, HO, NS £2,604</p> <p>2 x 1 hour for 10 weeks for DH £578.60</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>Continuation of nurture interventions, such as play therapy, lego therapy, draw and talk, 1-1 session and grief counselling</p> <p>(Treehouse staff x1 at £25,535)</p>	<p>Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4
<p>Switch on reading</p> <p>(CB – 1 x 1 hour daily £2,691)</p> <p>(JS – 1x1 hour daily £2,961)</p>	<p>Internal school data shows this intervention has been particularly successful with low ability and disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/switch-on-reading</p>	1, 2
<p>Bookcase reading group aimed at HA pupils in y6</p> <p>(DG – 30 mins per half term £21)</p>	<p>There is strong evidence that the average impact of reading comprehension strategies is an additional six months' progress, with lower attaining pupils appearing to benefit most.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1, 2, 3
<p>Small group interventions to target gaps in learning in maths and writing</p> <p>(£8,822.10)</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2

Forest school for pupils in FS2 and targeted pupils across KS1 and KS2 (CJ 2x hour per week £538)	https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/	1, 2, 3, 4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8461

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment activities to be included throughout the curriculum, to provide all pupils with a wide range of experiences	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning https://evidenceforlearning.org.au/the-toolkits/the-teaching-and-learning-toolkit/all-approaches/sports-participation/ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963625/Research_for_EIF_framework_updated_references_22_Feb_2021.pdf	1,2, 3, 4
Financial support for breakfast club, residential and educational visits for all disadvantaged pupils (same as 2021-£5,500)	EEF Teaching and Learning Toolkit (2021) Mentoring Behaviour intervention Physical activity	1, 2, 3, 4
Provision of lunch club to allow for good learning behaviours during the pm session (LS/JM 1 x 1 hour daily £2,961)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	4

Total budgeted cost: £80,797

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.

Last years strategy was effective in supporting the pupils socially and emotionally. All children experienced Take 5 breathing activities in their classes and can verbalise the positive effect it is having, both in terms of self-regulation and being ready to learn. This will be carried forward into the next academic year and have its profile raised by the training of Take 5 ambassadors.

The recovery curriculum allowed for children to settle back into school routines and to re-establish their learning routine. Staff were quickly able to identify areas of need which enabled interventions to be delivered, in turn supporting attainment and progress. A broad and balanced curriculum was taught providing the children with the skills, knowledge and understanding they need to develop into well-rounded, informed individuals.

Treehouse Support was accessed by 50% of pupil premium funded children. As a result of this support, the pupils have remained ready to learn with 27/29 pupils making expected or better progress since baseline. Those who have slipped a level have continued to make small step progress: moving across a bookband, accruing the number of common exception words they can read or spell and improving times table knowledge. Treehouse support was also provided to vulnerable and disadvantaged pupils during the lockdown, and parents have provided feedback stating that our home learning offer was robust and effective for the pupils.

Catch up classes were adopted in Y6 and were accessed by 75% of the cohort in school (25% of the cohort used the materials at home). Targeted invitations meant 100% of PP pupils attended the in-school classes leading to an increase in the number of pupils achieving the expected standard in Reading, Writing and Maths combined.

Academically, despite all efforts during the pandemic (inviting PP who were not engaging to attend school, providing IT support/equipment, offering 1-1 sessions and interventions) there has been a negative impact on attainment and progress for some pupils in receipt of PP funding, particularly in maths and writing. This is especially noticeable in the lower years (FS2 – Y3) where the pupils in FS2 have missed early learning opportunities, those in Y1 and Y2 have not had a full year in school, and those in Y3 have missed 2 terms of their KS1 education. In these year groups there are currently no disadvantaged pupils achieving GDS and the combined scores for reading, writing and maths are less than 17%. New schemes such as White Rose Maths and The Write Stuff were not as effective as hoped as the roll out of these was hampered.

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

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We offer a weekly services club which is accessed on a two week rota – week one for FS2 and KS1, week two for KS2. This is delivered by a TA who herself was part of a services family whilst growing up and has a good understanding of the support needed to allow the pupils to settle into new situation, develop a community of similar pupils and stay connected to family and friends elsewhere.</p> <p>Additional to this targeted emotional support was offered to pupils whose parent were being sent on a tour, allowing them opportunities to write letters, emails and prepare for telephone contact.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>The wellbeing and confidence of the service pupils increased allowing all to make academic progress across the curriculum.</p> <p>They were happy to take ownership/responsibility for the Remembrance Day sales in school.</p>