

Pupil Premium Strategy statement – Leighswood 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	475
Proportion (%) of pupil premium eligible pupils	147 chi 29.7% National 25.9%
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)	23/24 24/25 25/26
Date this statement was published	27/10/2024
Date on which it will be reviewed	27/10/2025
Statement authorised by	James Pearce
Pupil premium lead	Jane Hanmer
Governor / Trustee lead	Alison Haynes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£224,270.00
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>	£0.00
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£224,270.00

Part A: Pupil premium strategy plan

Statement of intent

At Leighswood there are no limits to who or what we can be.

Our Children are happy and safe and have equal opportunities to thrive;

Socially, Emotionally and Academically.

All members of staff and the governing body accept responsibility for 'disadvantaged' pupils and are committed to surpassing expectations for their pastoral, social and academic needs within a caring and nurturing environment. We ensure that each child will develop a love for learning and have no limits to acquiring skills and abilities to fulfil their potential.

Previous data tracking and analysis show that there are gaps in achievement between disadvantaged and non-disadvantaged pupils. It is therefore necessary to raise the attainment and achievement of PP pupils to reach at least national expected standard.

This accelerated progress will be through quality first teaching, interventions, pastoral support and a wide range of suitable, pupil matched, additional provision.

All Teaching Staff lead by PP manager are involved in the analysis of data, and identification of pupils who are in need of additional support and interventions.

We know that children learn best when they attend school regularly so we focus on encouraging attendance through our attendance lead, senior management team and outside agencies, who actively engage with families to encourage and support good attendance in school.

The impact of the interventions will be measured and evaluated termly. Their progress and provision will be discussed at Pupil Progress Meetings and addition targets and support will be reviewed.

Context specific support will be used to identify and remove barriers for many of our PP children (eg DV, Drugs misuse). This will be achieved through forest provision, nurture and preparation for next phase of their education.

Identification of context specific key issues include engagement, aspirations, and access to a wide variety of activities at home for some children.

Pupil premium attendance records for extra-curricular clubs are tracked and analysed to ensure every child is provided for.

Our school takes pride in leading the disadvantaged children on their journey – both educational and for life; enabling them to drive their own futures to greater success and positively shape and strengthen our diverse community

We provide an inspirational and creative curriculum, rich in opportunity and full of challenge, allowing every child to thrive.

We pride ourselves on our happy, friendly and caring family community which underpins all that we do.

We are committed towards building a community empowering all children to change their own lives and the lives of those around them.

We will develop relationships based on mutual respect, trust and support.

We celebrate diversity, encourage inclusion for all and develop collaborative skills to enable effective contribution to our local community and the wider world.

Well-being is at the heart of our school.

We are committed to creating a safe, happy and caring learning environment where we will support each other to thrive and succeed.

We will continually strive to remove the barriers to success.

We encourage parent, teacher and community members actively involved in our children's lives and learning.

Through excellent teaching, we will deliver an inspiring curriculum tailored to provide opportunities to develop skills and explore concepts which will empower children to become motivated learners who will discover and build on their interests.

We are focused on developing learning capacity so they will know, understand and challenge themselves as learners. These will allow them to build their knowledge and understanding through topics that will capture their interest and stimulate their imagination; developing ownership and decision making, equipping all young people with knowledge, skills and dispositions for future challenges as lifelong learners.

WILD Curriculum

- Children's experiences are broadened through a wide range of opportunities.*
- Opportunities for hands-on investigations with open-ended materials nurture creativity and imagination, and foster children's relationships and communication.*

Children benefit from 'in-depth' learning experiences, time to become deeply involved and immersed in their activities.

Learning is extended further with the addition of stimulating resources or materials, to hook the children and foster their enquiry.

ORACY, Voicing Vocabulary and Language First

Children are encouraged and are exposed to modelled language and vocabulary to build confidence and fluency.

Facilitating high-quality interactions enables our children to develop their language and ideas, to think critically, problem solve and reflect.

Challenges

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

Challenge number	Detail of challenge
1	On entry, some pupil premium pupils require additional support with Early Numeracy, Phonics and Speech/Language. PP pupils' social skills are sometimes below that of their peers. High levels of staff support required to support children to make best possible progress from their individual starting points.
2	Attendance data shows that PP families have difficulty maintaining good attendance and punctuality.
3	Pupils across the school have gaps in their knowledge in reading, writing and maths when compared to their peers and when compared nationally at the end of KS2
4	Pupils social and emotional needs impact on pupils' academic and social success. Resilience and well-being Impact from home. Children's social and emotional skills are not secure and developed for their age.
5	Lack of access to wider enriching activities and opportunities. Mind set to be aspirational and lift limits. Gaps between non-disadvantaged and disadvantaged to narrow especially at greater depth
6	Children have multiple barriers of disadvantage including, LAC, SEMH, Parental DV, drug and alcohol misuse, lack of parental support. A large number of disadvantaged are also SEND (39% Sept 2023)

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
<p>Improved attainment to ARE + in reading, writing and maths To lift limits for disadvantaged pupils to ensure they make at least the same progress as their non-disadvantaged peers in reading, as they progress through primary school.</p>	<p>Data shows that the outcomes have increased and therefore the gap has decreased</p> <p>Summative and formative assessments will indicate more disadvantaged pupils meeting the expected standard (Otrack) in reading, writing and Maths</p> <p>Effective transition to secondary school.</p> <p>Knowledge gained from interventions is transferred into class. Knowledge is shared with class teacher. The impact of intervention progress is monitored. Teachers identify and track pupil progress confidently (including PP) and target support accordingly.</p> <p>Additional staffing to provide small teaching groups for early reading and phonics and maths.</p>
<p>EYFS and KS1 PP pupils make progress from their baseline to ensure that GLD is converted to Exp at KS1.</p>	<p>PP pupils have strong and secure foundations for learning and make progress in line with national GLD data and KS1 data.</p> <p>WELLCOM Screening in EYFS and KS1 used to target.</p> <p>Early identification in 2yr old provision.</p> <p>Talk boost programme and Welcome delivered to support SALT progress.</p> <p>Research shows that oral language skills, the foundations of which are developed by age four, are strongly associated with children’s literacy, numeracy and educational attainment. However, there exists a gap between the language skills of disadvantaged children and their more advantaged counterparts. EEF evidence shows that Nuffield Early Language Intervention has an impact of +3 months.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention1</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:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>
<p>Increase the number of disadvantaged children who are accessing after school clubs and enrichment.</p>	<p>School reviews the provision for pupil premium children ensuring there are clubs within their interest.</p>

<p>PP children attend and participate in enriching opportunities/ experiences offered throughout the year eg residential, theatre, sporting events.</p>	<p>Disadvantaged pupils will have equitable access to the wider curriculum/ cultural opportunities.</p>
<p>Attendance for disadvantaged children improves in line with peers. Pastoral Attendance of disadvantaged pupils rises to and the gap between persistent absence for disadvantaged and non-disadvantaged reduces.</p>	<p>Pupils' attendance is monitored and procedures are in place to ensure attendance improves. Incentives and rewards to be introduced- beyond whole class to be considered Attendance officer provides additional support for identified pupils when required DfE's https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>
<p>PP Pupils have access to Forest facilities, Pastoral support to support SEMH</p>	<p>Teachers will identify pupils who require appropriate strategies. Pupils who need support access nurture, gardening clubs, after school forest, and art session Pupils have access to Smoothwall pulse to ensure that teachers and SLT have access to how all children are feeling and can offer support very quickly. Resilience training w thrill successfully support PP children. families supported through Early Help, CiN, food vouchers, open door policy, completion of benefit forms referrals to out agencies. By doing this we improve the quality for life for pupils thus enabling children to prioritise their learning. Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning>

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: £34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Diagnostic tracking of phonics/decoding/blending plus reading and comprehending</p> <p>Continued CPD and support from reading manager</p> <p>Individualised reading scheme throughout school with a wide range of books to support those disadvantaged who are working below the expected to develop the love of reading</p> <p>Exposure to a wide range of texts.</p> <p>Volunteer adult Librarian to ensure that children choose appropriate books including encouraging PP children to stretch themselves.</p>	<p>Standardised tests provide reliable insights into specific strengths and areas for development for each pupil to ensure that interventions and support is specific, smart and enables the pupil to make progress.</p> <p>Data and tracking indicates that PP pupils are behind Non PP</p> <p>Disadvantaged children are more engaged with texts that are interactive and technology based</p> <p>Sutton trust has shown that many of the approaches with high potential gains take place in the classroom and quality first teaching is key. Quality professional development in key areas can raise attainment of disadvantaged pupils. Reading is key to accessing all areas of the curriculum</p>	<p>1,3</p>
<p>Develop a whole school approach to support the fluency and speed of letter</p>	<p>Sutton Trust and Ofsted have shown that CPPD and coaching increases the impact of TAs interventions</p>	<p>1,3</p>

<p>formation and handwriting Focus on core body strength, pen grip, letter formation and fluency Diagnostic on-going assessment with 1:1 support for those disadvantaged where handwriting is holding back other curriculum areas CPD and coaching for TAs</p>	<p>John Hattie and EEF have emphasised the impact of targeted, meaningful feedback. Evidence in books and observations indicate that some disadvantaged children have developed a pen grip and letter formation that is hindering their fluency when handwriting and not developed the correct muscle memory which is causing a barrier to records ideas and making more progress</p>	
<p>Maths mastery – developing number fluency by securing basic number sense and then developing skills to understand computation Diagnostic on-going assessment through daily small group work</p>	<p>On-going assessment, both formative and summative, analysed on Otrack for individuals, indicates that maths number fluency is a challenge for the disadvantaged with a lack of number sense in younger children. The deeper learning and fluency has not been developed and as a result is a barrier to learning and making more progress</p> <p>Monitoring of learning and planning has indicated that coverage needs to be smarter, less at more depth to develop the long term memory</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 evidencebased approaches. It identifies core concepts that are needed for pupils to progress and demonstrates how pupils can build their understanding of these concepts from Y1-Y6 https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools</p> <p>https://www.nhttps://www.ncetm.org.uk/teaching-for-mastery/mastery-materials/primary-mastery-professional-development/cetm.org.uk/teaching-for-mastery/mastery-materials/primary-mastery-professional-development/</p> <p>Sutton Trust has shown that many of the approaches with high potential gains take place in the classroom and quality first teaching is key. Quality professional development in key areas can raise attainment of disadvantaged pupils.</p>	<p>1,3</p>

Oracy/language first/Voicing Vocabulary CPD Strategies will be embedded and threaded through every learning experience with a focus on disadvantaged in small focus tutor groups. Sometimes, pre-teaching specific vocabulary, using voice21 techniques for developing their own voice	Research informs us that the acquisition of early language is key to all children but in particular disadvantaged making progress and developing a strong foundation for latter years. Oxford University have been involved in tracking progress of children and measuring the positive impact	1,3
SALT screening pupils	External agencies assesses all pupils and highlight pupils who need additional interventions. Targets and programmes are created for individual pupils to enable accelerated progress.	1,3
Funding of ongoing teacher and TA training	CPD supports staff development and the quality of education offered. Support for Maths and Literacy Leaders.	1,3
CPD for staff from leaders, management time for leaders (particularly Maths, English and RWI) to ensure that curriculum is robust and delivers improved attainment for PP children.	Ongoing monitoring and analysis of core subjects to ensure standards remain high, pupils are identified early and interventions are structured appropriate for the needs.	1,3
CPD and management time for subject leads to develop the wider curriculum and ensure that Forest provision is supportive of Topic based Learning across school.	Ongoing monitoring and analysis of foundation subjects to ensure standards remain high, pupils are identified early and interventions are structured appropriate for the needs.	1,3

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

Budgeted cost: £84,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA deployed in all EYFS, KS1 classrooms, CPD to support daily 1:1 Tutoring and intervention for key skills, phonics and securing number, plus letter formation	Sutton Trust have shown that TAs have the greatest impact when interventions are specific and when they are given training and support. Small group teaching by experienced teachers has shown to be effective in reliable evidence sources; John Hattie and EEF toolkit 1,2,3,4 6 Independence skills is a challenge for some children , especially in EYFS/KS1	1,3
At KS2 daily 1:1 reading with an adult, deconstructing text, probing understanding, predicating supported by diagnostic data	TAs will support children in closing specific gaps in their learning support by SLT Experience shows the positive impact of teachers focussing on key skills and a 'can do' approach. Especially when working with small groups Data and AFL in class highlighted that disadvantaged children need to develop skills for inferential understanding	1,3
1:6 small group interventions with class teacher for reading comprehension, securing fluency and grammatical understanding , pre - teaching to ensure gaps are filled before whole class teaching (1 x 30mins each week equivalent)	Small group teaching by experienced teachers has shown to be effective in reliable evidence sources; John Hattie and EEF toolkit Intervention with class teachers are more effective where skills can be transferred back to whole class teaching and can be addressed quickly. Pre-teaching also supports disadvantaged to build resilience and long term memory by revisiting in a whole class session	1,3
Speech and Language 1:1 support with specialist consultant (1 x session or as needed)	Research informs us that the acquisition of early language is key to all children but in particular disadvantaged making progress and developing a strong foundation for latter years. Oxford University have long been involved in tracking progress of	1,3

	children and measuring the positive impact	
Nurture support , focus on behaviour for learning, personalised targets to lift limits and build self-esteem	Experience shows that when children’s social and emotional wellbeing is increased, their ability to access the curriculum and progress in learning is increased (EEF +4)	4,6
Bug club, accelerated reader, Times Tables rockstars, Votes for schools and online subscriptions White Rose	Evidence shows that digital technology has moderate learning gains. Consistency of approach across school.	1,3

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

Budgeted cost: £141,280.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
Residential trip subsidy	<p>Children given opportunity to develop self-confidence</p> <p>Studies of adventure learning shows positive benefits on academic learning and self-confidence</p> <p>How school trips can benefit children's learning Wildchild Adventure</p> <p>Residential trips for schools – Why every child deserves one - Teachwire</p> <p>Learning-Away-Interim-Evaluation-Summary-2- September-2014.pdf (learningaway.org.uk)</p> <p>The impacts and benefits of a residential experience - UK NAEF</p>	4,5
Forest School (1 x ½ day per week) – Wider world skills and experiences beyond	Children do not have the experience outside and lack the skills to problem solve, investigate and build resilience when they are not successful the first time.	4,5

<p>daily life. Also developing team-building, cooperation and resilience (1:6 ratio)</p>	<p>Forest Schools offer a unique educational experience using the outdoor environment of the forest as a classroom. The New Economics Foundation (NEF) evaluated two schools to highlight how they can provide learning opportunities for children who typically do not do as well in the classroom.</p> <p>https://www.tandfonline.com/doi/full/10.1080/03004430.2018.1446430 (See copy of research)</p>	
<p>Extra-curricular clubs to develop new interests and skills – funded places for disadvantaged (Forest, languages, history, cooking, dance, sport, art, singing)</p>	<p>Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school).</p> <p>Extra-curricular activities boost young people’s confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities. Above all, they offer an important space to have fun and relax away from the pressures of school work. These more qualitative benefits must not be discounted, especially in the context of contemporary challenges around young people’s mental health and wellbeing. (DfE)</p> <p>Forest Schools: impact on young children in England and Wales - Forest Research</p>	4,5
<p>Resources to ensure all wider opportunities are accessible to disadvantaged pupils (Swimming kits, Forest kits, extra uniform, PE kits, Coats, Hats)</p>	<p>Faculty of Sport and Exercise Medicine UK; ‘Physical activity can increase self-esteem and reduce depression and anxiety in children. We also know that physical activity performed in an outdoor space can improve cognitive performance, self-esteem and reduce anxiety and symptoms related to attention deficit disorder.’</p> <p>2015, Public Health England released a report called ‘there is emerging evidence of an association between physical activity and attainment.’</p> <p>PE & School Sport: The Annual Report 2022 - Youth Sport Trust</p>	4,5
<p>Participation in interschool tournaments specifically aimed at those children who do not have the opportunity to experience these</p>	<p>Sport England agrees; ‘The benefits of sport and physical activity on our mental health are endless: improved mood, decreased chance of depression and anxiety, and a better and more balanced lifestyle ... Any kind of physical activity can boost mental wellbeing –</p>	4,5

<p>activities outside of school. Transport and kits are supplied</p>	<p>from swimming to walking and yoga to dance.’</p> <p>This means that even pupils who aren’t competitive and don’t enjoy traditional school sports, can get involved and take part in physical activity, leading to potential improvements in physical and mental wellbeing.</p> <p>Participation in Sport Can Improve Children’s Learning and Skills Development (unicef-irc.org)</p>	
<p>Parent Workshops for all age ranges to support parents have an understanding of the learning of their child as they progress through school as well as subject specific workshops for reading, maths, handwriting and new developments in school</p>	<p>Parental involvement in the form of ‘at-home good parenting’ has a significant positive effect on children’s achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups. (Desforges 2003).</p> <p>Evidence suggests that a critical dimension of effective teaching and learning is the relationship between the teacher, their pupils and their parents. The degree and quality of engagement that parents have with their child’s learning is a crucial factor outside the school environment. DfE best practice review https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>+4 months</p>	<p>6</p>
<p>Time to talk in EYFS for those identified as disadvantaged, meet and greet with those families who need pastoral support throughout school with PSA</p>	<p>In recent years, schools have increasingly recognised the importance of involving parents in their children’s learning. This has been supported by developments such as the emergence of online technology and Parent Support Advisors. The focus has been on building positive relationships with parents, the quality of communications, reporting to parents on progress, and the mechanisms for helping parents to support their children’s learning. Evidence from Ofsted suggests that a critical dimension of effective teaching and learning is the relationship between the teacher, their pupils and their parents. Just as the quality of teaching and leadership in</p>	<p>1,3</p>

	<p>schools is the key determinant of educational attainment, so the degree and quality of engagement that parents have with their child's learning is a crucial factor outside the school environment. (DfE best practice review)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>+4 months</p>	
<p>EWO support, parental meetings and PSA full time support for disadvantaged families, providing in school early help and specific specialised interventions and guidance</p>	<p>We can't improve attainment and progress unless children are attending school. Addressing attendance directly is a key step (NfER) as well as building up trust between home and school.</p> <p>DfE's Improving School Attendance https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities advice. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	2
<p>Good communication links between home and school to support all and especially vulnerable parents and families.</p>	<p>In recent years, schools have increasingly recognised the importance of involving parents in their children's learning. This has been supported by developments such as the emergence of online technology and Parent Support Advisors. The focus has been on building positive relationships with parents, the quality of communications, reporting to parents on progress, and the mechanisms for helping parents to support their children's learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>+4 months</p>	6

Total budgeted cost: £ 260,264.30

Teaching: £34,000

Targeted academic support £84,984

Wider £141,280.30

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in 2024 academic year.

EYFS GLD

<i>GLD on track percentage</i>	<i>All GLD</i>	<i>PP GLD</i>	<i>Gap</i>
	69%	56.3%	-13%

YR1 Phonics

<i>Phonics Year 1 pass</i>	<i>All</i>	<i>PP</i>	<i>Gap</i>
	85.7%	94.1%	+9%

Yr2 2024 expected + results

	<i>All</i>	<i>PP</i>	<i>Gap</i>
<i>Reading</i>	60%	48%	-12%
<i>Writing</i>	46%	32%	-14%
<i>Maths</i>	58%	53%	-5%

YR6 2024 Expected + results

	<i>All</i>	<i>PP (34 children)</i>	<i>Gap</i>
<i>Reading</i>	79.2%	63.6%	-16%
<i>Writing</i>	83.1%	59.1%	-24%
<i>Maths</i>	80.5%	72.7%	-7.8%

<i>SPAG</i>	<i>83.1%</i>	<i>68.2%</i>	<i>-14.9%</i>
<i>Combined</i>	<i>66.2%</i>	<i>45.5%</i>	<i>-20.7</i>

Attendance

<i>Whole school attendance</i>	<i>All</i>	<i>PP</i>	<i>Gap</i>
<i>23/24</i>			
	<i>94.1%</i>	<i>90.3%</i>	<i>-3.8%</i>