



Leintwardine Endowed CE Primary School

Pupil Premium Strategy Statement 2022 - 2023

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	Leintwardine Primary School
Number of pupils in school	84
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2024/25
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Nicola Gorry
Pupil premium lead	Nicola Gorry
Governor / Trustee lead	Andrew Page

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31855
Recovery premium funding allocation this academic year	£3335 (60%) school to top up £2223
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	£35190

Part A: Pupil premium strategy plan

Statement of intent

At Leintwardine we encourage all our children to develop high aspiration, creativity and a love of learning. We are live by our Christian Values to enable all members of our school community to 'Let Their Light Shine'

Our vision is

To be kind so that every child will:

- **achieve their potential**
- **become independent**
- **connect with the community**
- **demonstrate resilience**

Funding of PP children helps us to meet individual needs, irrespective of background or the challenges faced. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers, so that all children make good progress and achieve high attainment across all subject areas.

Our strategy also ensures that all children are fully included in the life and activities of the school, have the same aspiration and expectations as other pupils not receiving PP.

The school uses its Pupil Premium money in different ways depending on the needs of individual children and their families. Other children in school may benefit too to support wider inclusion needs. As a school we are responsive to common challenges and individual needs. The approaches that we have adopted help all children to excel both academically and socially. We ensure that they are effective by –

- ensuring disadvantaged pupils are challenged in the work that they're set
- acting early to intervene at the point need is identified
- adopting a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and less support at home than their peers. This negatively impacts their development as readers.
3	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic and due to parents continuing concerns regarding illness. This is to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and maths.
4	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 5-9% lower than for non-disadvantaged pupils with lateness being an issue for a significant number of the families.

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
1	Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
2	Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.
3	To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations

		<ul style="list-style-type: none"> a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
4	To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 4%. the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers

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: £4500

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1,2	£300
<p>Embedding a whole school approach to develop vocabulary and understanding.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access to CPD.</p>	<p>The use of curriculum keys, and a vocabulary rich reading programme 'Hooked on Books' which enable a love and understanding of reading and books.</p> <p>EEF Improving Literacy guidance KS2</p> <p>EEF Literacy Guidance KS 1</p>	1,2,3	£500
<p>Purchase of books (including phonics) to support new</p>	<p>Phonics approaches have a strong evidence base that indicates a positive</p>	1,2	£2000

reading scheme (Twinkl) and approach (Book Talk) and to ensure that all children have access to quality literature from the school library	impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF		
Professional Development	Training for designated member of staff to complete wellbeing training. TA to undertake ELSA training.		£400

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

Budgeted cost: £27500,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget
<i>Intervention sessions to support disruption to learning for all PP children.</i>	Additional staffing for vulnerable and low achieving PP children	All PP children	£25100
<i>1-1/ Small group Neli assistant</i>	Additional staffing to enable Reception staff to complete the programme	All reception children and low achieving PP in Year 1	£900
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, significant % of disadvantaged and including those who are high attainers.	Maths and English Interventions will be put in place during the second half of the spring term and the first half of the summer term to ensure that any gaps in learning are considered prior to assessment periods.	Year 6 children where gaps in knowledge are identified	£1500

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

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed	
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures</p>	<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures</p> <p>There will be initiatives to ensure that parents are supported in getting children to school for the start of the school day.</p> <p>Water bottles, book bags and uniform funded other clothing if necessary. Washing Machine to be in school for the washing of kit and uniform when necessary.</p>	As needed	£1500
<p>Provide funding to increase inclusion on school trips and other enrichment opportunities.</p>	<p>PP children have their trips (for e.g. swimming) and other enrichment opportunities subsidised.</p>	All PP children	£1000
<p>Yoga sessions will take place for children in school to encourage well being and mindfulness.</p>	<p>In previous years this has had a positive impact on the ability of children to self calm and to understand the need for reflection and control.</p>	All children	£500

Total budgeted cost: £36900

Part B: Review of outcomes in the previous academic year

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone, especially given the small cohort sizes.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, the high proportion of children with SEN and attendance rates due to heightened anxiousness following the pandemic. Progress was at or above expectations for 75% of pupils.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was in line with their peers in 2021/22 however the number of illness absences for a minority of children was high. Lateness in for PP children was 41% higher than non PP children.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes

Pupil premium strategy outcomes

Whole School PP comparative data

This table shows the percentage of pupils meeting Expected or above expected progress.

	Maths	Reading	Writing
Non PP Pupils	79%	82%	88%
All PP pupils	69%	69%	75%
PP boys	63%	63%	75%
PP girls	75%	75%	75%

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
The Write Stuff	Jane Considine Education
Spelling	Jane Considine Education
Book Talk	Jane Considine Education
Phonics Scheme	Phonics Twinkl

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	