



Letting Our Light Shine

Leintwardine Endowed CE Primary School

Pupil Premium Strategy Statement 2023-2024

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	83
Proportion (%) of pupil premium eligible pupils	31%
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)	2022/23-2025/26
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Nicola Gorry
Pupil premium lead	Nicola Gorry
Governor / Trustee lead	David Willis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,875
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
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£ 46,875

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 • 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	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> • The overall unauthorised absence rate for all pupils being no more than 5%, and the attendance gap

		<p>between disadvantaged pupils and their non-disadvantaged peers being reduced by 4%.</p> <ul style="list-style-type: none"> 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
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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: £4000

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	£500
<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. A word of the week practice to be embedded and higher aspirational vocabulary being used across the curriculum</p> <p>EEF Improving Literacy guidance KS2</p> <p>EEF Literacy Guidance KS 1</p>	1,2,3	£1000
<p>Purchase of books (including phonics) to support new reading scheme (Twinkl) and approach (Book Talk) and to ensure that all children have access to quality literature from the school library</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>	1,2	£2000

	Phonics Toolkit Strand Education Endowment Foundation EEF		
Professional Development	Training for all staff in the use of Accelerated Reader to ensure effective use.		£500

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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
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

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

Budgeted cost: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed	
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release	Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures	As needed	£1500

time for staff to develop and implement new procedures	<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.</p> <p>Washing Machine to be in school for the washing of kit and uniform when necessary.</p>		
Provide funding to increase inclusion on school trips and other enrichment opportunities.	PP children have their trips (for e.g. swimming) and other enrichment opportunities subsidised to ensure equal access.	All PP children	£2500

Total budgeted cost: £ 43000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

2022/23 was the first year that data was published following the COVID19 pandemic, in order to assess how the performance of our disadvantaged pupils has changed during this period we looked at the 2018/19 data.

Data from tests and assessments suggest that, the progress and attainment of the school's disadvantaged pupils in 2022/23 had significantly increased with an additional 33% of disadvantaged pupils reaching expected standard in Reading writing and maths compared to 2018/19.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has decreased since the before the pandemic. This demonstrates that the additional impact of COVID-19 is decreasing over time.

Absence among disadvantaged pupils was 2.19% higher than their peers in 2022/23 and persistent absence 8% lower. This is a significant improvement on the previous 2 years and is due to the support in place for parents and children with regards to absence discussions.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that in some areas we are at present on course to achieve the outcomes that we set out to achieve by 2024/25 e.g. attendance, but that other areas still need work. 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.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Jane Considine Book Talk	Jane Considine
Accelerated Reader	Renlearn