

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	New Leake Primary School
Number of pupils in school	46
Proportion (%) of pupil premium eligible pupils	34.78%
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	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Rowena Thompson Executive Headteacher
Pupil premium lead	Rowena Thompson
Governor lead	Julie Tomlin Anastasija Sweetman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,520
Recovery premium funding allocation this academic year	£ 2,610
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ £23,636
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	£53,766

Part A: Pupil premium strategy plan

Statement of intent

At New Leake Primary School we have high expectations for all pupils in our school, and believe that with high quality teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can fulfil their individual potential, both academically and socially. In order to do this, we engage in a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning. We provide a rich and varied curriculum, which makes an exceptional contribution to pupils' outcomes so that children are engaged and achieve well.

Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or catch-up funding. Our strategies target the individual needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, and who are not eligible for the Pupil Premium.

School leaders across our federation are committed to ensuring that all of our disadvantaged pupils, including those who are more able receive teaching which is at least good in every lesson and that disadvantaged children who have 'fallen behind' their peers with similar starting points, receive frequent intervention and daily support.

Funding is allocated within the school budget by each financial year. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating our Pupil Premium Funding, we have analysed our data and made use of a range of research, such as the Education Endowment Foundation and The Sutton Trust.

Challenges

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

Challenge number	Detail of challenge
1	On average, lower attainment and slower progress rates made by pupil premium/disadvantaged children. A significant number of PP children also have Special Educational Needs. Overall, PP children have knowledge gaps and find it difficult to retain/recall prior knowledge. The impact of COVID-19 has meant that this gap has widened for a number of PP children. A number of our PP/disadvantaged children are mid year admissions and have experienced at least one move during their Primary Education.
2	Poor language skills identified through the Language Screen and NELI (Nuffield Early Intervention). This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers

4	Emotional and social difficulties for some disadvantaged pupils. Our observations and outcomes of Boxall Profiles indicate that the social and emotional development and wellbeing of many of our disadvantaged pupils has been exacerbated by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.
5	Challenging families lives impacting mental health and household income and all areas of family life - made worse by the impact of Covid – requiring extra support for 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
Improved maths progress among disadvantaged pupils.	In 2024/25 disadvantaged pupils' maths progress from KS1 to KS2 will be at least in line with national average.
Improved reading progress among disadvantaged pupils.	In 2024/25 disadvantaged pupils' reading progress from KS1 to KS2 will be at least in line with national average.
Improved oral language skills and vocabulary among disadvantaged pupils in EYFS and KS1.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils.
Improved reading attainment among disadvantaged pupils in KS1.	Year 1 PSC outcomes in 2024/2025 show that 80% of disadvantaged pupils met the expected standard.
The social and emotional development and mental health of disadvantaged pupils will be maximised where applicable.	The social and emotional development and mental health of disadvantaged pupils will have improved. This will be measured via the Boxall Profile. Pupil survey and staff surveys will also reflect this.

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: £ 6,210

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue use of standardised assessments for Reading and Maths through Star Reader and Star Maths.</p>	<p>The Education Endowment Foundation (EEF) recommends use of standardised tests. They conclude that 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>Star Maths and Star Reader are standardised assessments used with pupils in KS1 and KS2. The reliability of Star Assessments is evidenced in Research Foundation for Star Adaptive Assessments and is mentioned in the recently published EEF: A systematic review of standardised measures of attainment in literacy, mathematics mathematics, and science</p>	<p>1, 2</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils – Read Write Inc Phonics.</p> <p>Training for all staff working in EYFS and KS1 so that programme taught and assessed correctly.</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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 3</p>

<p>Quality first teaching and support to accelerate progress in order to support recovery</p>	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit</p> <p>TDT research (drawing on Sutton Trust 2014)</p> <p>Excellent teaching is the most important lever schools have to improve outcomes for their pupils (EEF)</p>	<p>1, 2, 3</p>
<p>Embed the use of the Boxall Profile for identification of social and emotional needs.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff through Team Teach</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Boxall Profile approved by the Department for Education, as well as highlighted in the Department for Education’s 2018 Mental health and behavior in schools advice</p>	<p>1, 5,</p>
<p>Embed the use of LanguageScreen to identify children with weaker oral language skills who may benefit from the Nuffield Early Literacy Intervention.</p> <p>Train support staff to deliver NELI.</p>	<p>Evidence taken from Nuffield Early Literacy Intervention (NELI) EEF Evaluation Report demonstrates that children who received the NELI programme made the equivalent of three additional months’ progress in language skills, on average, compared to children who did not receive NELI. Children who received the NELI programme made the equivalent of two additional months’ progress in early word reading, on average, compared to children who did not receive NELI, in addition to four additional months’ progress in language skills (as measured by the digital application LanguageScreen). Children who received the NELI programme with English as an additional language (EAL)</p>	<p>1, 2,3</p>

	made the equivalent of three additional months' progress in language skills compared to EAL children who did not receive NELI.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 36,179

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use the Nuffield Early Literacy Intervention (NELI) to improve areas of oral language and vocabulary.	<p>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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence taken from Nuffield Early Literacy Intervention (NELI) EEF Evaluation Report demonstrates that children who received the NELI programme made the equivalent of three additional months' progress in language skills, on average, compared to children who did not receive NELI.</p>	1, 2, 3
Additional RWI Phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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:	3

	Phonics Toolkit Strand Education Endowment Foundation EEF	
Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3

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

Budgeted cost: £ 10,444

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accredited whole-staff training on Team Teach - Positive Behaviour Management. Curriculum focus on, and teaching assistant time allocated to, the social and emotional learning and wellbeing of pupils.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) Evidence from the EEF's Teaching and Learning Toolkit suggests that effective social and emotional learning can lead to learning gains of +4 months over the course of a year.	1,4, 5,
Contingency fund for acute issues including purchase of equipment and	Previous reviews of Pupil Premium strategies have shown this an effective method to work closely with families and to support the development of opportunities	All

provision (e.g. swimming sessions, breakfast club, milk, music tuition, experiences, trips, PGL and uniform.)	for pupils that would not have otherwise been afforded to them.	
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Total budgeted cost: £ 52.833

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.

As a result of the cancellation of all statutory tests and the performance measures not being published for 2020/2021 academic year, teacher assessments were used throughout the year based on standardised teacher tests and moderated teacher assessments.

Using past papers and teacher assessments in 2020/2021, two of the three (67%) pupil premium Year 6 pupils achieved the expected standard in Reading, Writing and Maths combined. This is broadly in line with the 2018/19 national average for non-disadvantaged children (71%) and shows an improvement compared with pupil premium attainment for the same year (63%).

Similarly, four of the six (67%) pupil premium Year 2 pupils achieved the expected standard in the Phonics Screening Check compared with 70% of their non-disadvantaged peers. This still sits below the national average (82%) and is therefore is a focus of this plan. (In 2018/19 there was only one child in receipt of Pupil Premium so a comparison should not be made).

The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use TEAMS to provide effective re-remote education.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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
Accelerated Reader	Renaissance

White Rose Maths	Trinity MAT
Read, Write, Inc – new package Oxford Owl	Ruth Miskin
Power Maths	Pearson
MyMaths	Oxford University Press
Literacy Shed Plus	Education Shed
Idecision	1decision
Boxall Profile	NutureUK

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?	
What was the impact of that spending on service pupil premium eligible pupils?	