

# Pupil premium strategy

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	St Leonard's VA Lower School
Number of pupils in school	125
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Sarah Bowley
Pupil premium lead	Sarah Bowley
Governor / Trustee lead	Alan Gomersall

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,185
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0000
<b>Total budget for this academic year</b>	<b>£12,185</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

# Part A: Pupil premium strategy plan

## Statement of Intent

### **Our ultimate objectives are:**

To narrow the in school gap between disadvantaged pupils and non-disadvantaged pupils by addressing inequalities and raising attainment.

For all disadvantaged pupils in school to make or exceed nationally expected progress rates.

To ensure that ALL pupils are given the support to help them to read fluently and with good understanding to enable them to access the breadth of the curriculum.

To develop confidence in their ability to communicate effectively in a wide range of contexts.

To enable pupils access to a full and extended curriculum.

To offer and support pupils and families to overcome barriers such as attendance difficulties, multiple disadvantages and financial deprivation that can make it difficult to access opportunities offered by the school.

### **We aim to do this by:**

- Ensuring that all pupils have access to high quality first teaching that meets the needs of all.
- Monitoring the progress and attainment of each pupil at least termly.
- Small year group sizes, improving opportunities for high quality first teaching and accelerating progress.
- Allocating a Teaching Assistant to each year group, providing small group work focussed on overcoming gaps in learning.
- 1-1 support (trained Teaching Assistants and qualified and trained Teachers).
- Daily reading and phonics support.
- Additional opportunities for pupils in year 3 and 4 to practise their multiplication tables using Times Tables Rockstars.
- Additional opportunities for pupils in years 1, 2, 3 and 4 to practise number skills on Numbots.
- Additional Homework Club.
- Additional teaching and learning and/or social communication and emotional and well-being activities by trained members of staff or external professionals/agencies to support barriers to learning.
- Support for payment and involvement in activities and clubs such as sports tournaments, 1:1 Musical tuition, Football club, Karate Club, Dance Club or Wraparound care.
- Providing school uniform.
- Payment towards educational visits including the year 4 residential visit.
- Regularly monitoring attendance and supporting our pupils and families

We recognise that there may be more pupils who are not registered for free school meals that are socially disadvantaged. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils that the school has legitimately identified as being socially disadvantaged. Pupil premium funding will be allocated following a needs analysis that identifies priority classes,

groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

## Challenges

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

Challenge number	Detail of challenge
1	High levels of PPG grant pupils have been identified as having SEND (50%) .
2	Some children have complex social and emotional needs.
3	High levels of children do not have a lot of support from home. They are not always heard read frequently and home learning is not completed. This inhibits progress in all curriculum areas.
4	Some children are persistent absentees.
5	Some pupils do not attend extra-curricular opportunities

## 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
For all children to be able to access the full curriculum and have additional support to accelerate progress in learning.	Pupils will make expected progress or better in reading, writing and maths. Termly assessments and pupil progress meetings will show progress.
Pupils with social and emotional needs are given the support they need to reduce barriers to learning.	Pupils will social and emotional needs make progress as indicated by behaviour records, SEND planning and review, pupil and parent voice. Pupils will make expected progress or better in reading, writing and maths.
For all children to have the opportunity to take part in additional curriculum opportunities- sports, music, trips and visits.	Pupils will take part in a range of extra-curricular activities (eg. MK Dons Football, Rocksteady Music School, Piano tuition and Kingswood Residential) as evidenced by attendance records and club registers. Parents know how to access support to school holiday opportunities.
To improve the attendance of persistent absentees.	There is an improvement in attendance as evidenced by the school attendance register.

## 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: £ 2176

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching that enables all pupils to achieve.</p>	<p>Subject leader monitoring indicates that learning is made accessible in a variety of ways.</p> <p>CPD focuses on building teacher knowledge and pedagogical expertise, adaptive teaching, and the purposeful use of assessment.</p> <p>Pupils are given to support they need to help them to succeed; they are given feedback to help them to improve.</p> <p>Regular assessment and monitoring indicates progress and pupils are given timely focused intervention to plug gaps in learning.</p> <p>Teaching assistants support learning in each class for core learning- Maths and English (mornings).</p> <p>Staff in EYFS are trained to support pupils with their development of communication skills to support progress towards meeting Early Learning Goals.</p>	<p>1, 2 and 3</p>
<p>Ongoing CPD for social and emotional intervention</p>	<p>Staff are trained to support pupils with complex social and emotional needs to support and reduce barriers to learning.</p> <p>Careful monitoring shows progress.</p>	<p>2</p>
<p>CPD for Precision Teaching</p>	<p>Staff are trained to support pupils with learning and cognition needs.</p> <p>Careful monitoring shows progress</p>	<p>1</p>

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

Budgeted cost: £ 8550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch up/SEND intervention	<p>Pupils are monitored and assessed regularly so that gaps in learning can be identified and 1:1 or small group interventions can be planned tuition. Pupils that require 1:1 or small group intervention receive support from qualified teachers/school based tuition.</p> <p>Teaching Assistants receive training and support to help them to deliver high quality interventions.</p> <p>Pupil progress meetings termly and SEND support meetings termly effectively monitor pupil progress and modifications are made to adjust intervention where necessary.</p>	1 and 3
Social and emotional intervention	<p>For some of our most vulnerable pupils school will purchase support from counselling or therapy services.</p> <p>Additional TA hours for Lego therapy intervention, Elsa intervention</p>	1 and 2
Daily reading, spelling, maths	<p>Pupils are given support to enable progress to be made.</p> <p>Pupil progress meetings termly and SEND support meetings termly effectively monitor pupil progress and modifications are made to adjust intervention where necessary.</p> <p>Lowest 20% of readers are supported daily to make accelerated progress.</p> <p>Provision maps- Read Write Inc, Precision teaching, Numbots, Times Tables Rockstars and Maths Tuition</p>	1 and 3
External advice to support staff in identifying pupils' needs and recommended	The SENDCo and staff recognise that it is necessary to seek external expertise when identifying pupils' needs and in allocating the	1, 2 and 3

strategies/resources to enable them to reach their full potential	most appropriate resources/interventions to ensure appropriate adaptations are made. This may be via an Educational Psychologist or speech and language therapist.	
Learning resources to support intervention activities	Small group and 1:1 resources and online resources to support intervention activities (eg. ELSA resources, Primary Stars, Spelling resources- Ipad, Talkabout intervention)	1 and 3
Homework Club	Weekly support for vulnerable pupils who are not accessing homework opportunities.	3

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

Budgeted cost: £ 1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Payment for children to attend extra-curricular activities	Children can access sessions such as MKDons football, Karate, Piano tuition and Rocksteady Music School. This has a positive impact on their mental well-being.	1, 2, 4 and 5
Payment for children to attend school visits	Year 4 pupils attending the Residential visit to support confidence boosting, self-esteem and team building skills before transition to middle school.  All pupils are able to attend curriculum visits to give further depth to learning undertaken inside the classroom.	2 and 5
Pupils attend sports festivals and events	Sports Festival registers	2 and 5
Attendance monitoring	Pupils are able to access Kidz zone to support school attendance.  Regular communication and meetings with parents to support barriers to attendance.  Attendance awards- stickers  Parents are given support and resources to further support learning at home.  Liaison with Education Welfare Officer and GRT liaison officer to support with communication with families. The Early Help	4

	<p>Assessment process is used where appropriate.</p> <p>Pupils receive additional targeted intervention in school to support accelerated progress.</p>	
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**Total budgeted cost: £ 9976**

## **Part B: Review of outcomes in the previous academic year (2022-23)**

### **Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

**For all children to be able to access the full curriculum and have additional support to accelerate progress in learning.**

Lesson observations have shown that PPG children are accessing the full curriculum offer and that where needed adaptations are made and resources (including support staff) are used to support learning.

Regular assessment and monitoring has ensured that targeted intervention is appropriate and pupils make good + progress. Accelerated progress is being made by traveller pupils who joined the school this academic year with no previous schooling (these pupils have had daily targeted phonics and maths support).

Average attainment in comparison to peers is poor due to low starting points and additional SEND needs.

For a small number of pupils poor attendance has resulted in poor progress.

PPG pupils get off to a good start with their reading pupils achieve well at Year 1 Phonics Screen and Year 2 Phonics Screen retakes with 75% of pupils achieving the expected standard at year 1 and 66% at year 2.

At Year 4 PPG pupils achieve above the mean national average score for their multiplication tables check.

**Pupils with social and emotional needs are given the support they need to reduce barriers to learning.**

A small number of pupils are supported through the early help offer. Families have positively engaged in this support.

For a small % of pupils with complex SEMH needs consistent support through pastoral support planning has meant that pupils are accessing an increased percentage of classroom time, and that emotional regulation has improved throughout the year (as evidenced by behaviour logs).

Two pupils have EHCP support. Pupils and parents have received support through CAMHS MHST and Chums. Timely referrals have also meant that pupils have been assessed by community paediatricians to support need.

PPG pupils have accessed social group support, 1:1 ELSA and lego therapy support. One pupil has accessed 1:1 counselling support. The above interventions have been effective in reducing SEMH barriers to learning and social development.

**For all children to have the opportunity to take part in additional curriculum opportunities- sports, music, trips and visits.**

All PPG pupils have had the opportunity to take part in extra-curricular opportunities this year.

100% of PPG pupils at Year 4 attended the school residential visit this year.

3 PPG pupils have attended weekly music tuition through Rocksteady Music School.

For a small number of our PPG pupils there is parent/pupil anxiety regarding school visits and activities outside of the school setting. However, confidence is building and most of these pupils have now attended sports festivals and school trips in the Summer term.

School visits have been subsidised to ensure that all PPG (FSM) pupils have been able to attend.

A large % of PPG pupils in years 1-4 have taken part in extra-curricular sports activities or after school clubs. School continues to target PPG pupils to access these opportunities.

**To improve the attendance of persistent absentees.**

6 out of our 13 PPG pupils are persistent absentees (lower than 90% attendance). 4 of these pupils have attendance between 80-90%.

Attendance data indicates that for some of our persistent absentees who had poor attendance in the Autumn term attendance significantly improved in the Spring and Summer terms.

School has built good relationships with parents from the travelling community which has impacted positively on attendance.

SEMH complex needs means that some pupils have more 'lates' to school, school continues to work with these parents/children via EHCP and EHA.

For a very small number of pupils from the travelling community attendance this year has been particularly poor despite school intervention and this has had a negative effect on pupil progress.

## 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
None	



# 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?	N/A