

Pupil premium strategy statement – Lea Endowed CE Primary 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	141
Proportion (%) of pupil premium eligible pupils	23%
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)	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	C Seagrave
Pupil premium lead	C Seagrave /R Bolton
Governor / Trustee lead	A Southword

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,530
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>	£ 4,495
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£59,025

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Lea Endowed, we value all our children equally irrespective of their background or the challenges they face. Our staff and governors are fully committed to ensuring that all our children make good progress and achieve high attainment across our bespoke deep and wide curriculum. 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.

Our overall objectives are intended to support the needs of all children, including those who are vulnerable, regardless of whether they are in receipt of Pupil Premium funding.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The approaches we have adopted complement each other to help children achieve their God-given potential. To ensure our strategies are effective we will:

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

OUR OVERALL OBJECTIVES ARE:

To narrow gaps in attainment between those children eligible for Pupil Premium and other children. Our intention is to ensure all children achieve their full God-given potential.

33% of our SEND children are in receipt of pupil premium funding. In all cases we strive to ensure all our pupils make excellent progress. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching.

Ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment.

At Lea Endowed, we believe children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. This has been particularly evident over recent times, for children on entry to EYFS. We have developed a successful induction programme for our youngest children and their parents. This early intervention helps to remove these barriers sooner in the child's education. Across school, we have seen a noticeable increase in the number of challenges that are impacting negatively on the mental health and wellbeing of our whole school family. Our strategy includes a highly experienced staffing structure, including an external learning mentor who provide nurture and support for our vulnerable children.

To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.

Our attendance target for all children is 96%. We know that children learn best when they attend school regularly. 13% (down from 23% last academic year) of our children in receipt of PP have been tracked as being Persistent Absentees in Autumn term. In our strategy we focus on encouraging attendance through meeting the well-being needs of pupils and families, by providing exciting learning, through a Deep and Wide curriculum every day in school, including access to outdoor learning, through our family learning mentor, access to our nurture TA and headteacher actively engages with families to encourage and support good attendance.

Challenges

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

Challenge number	Detail of challenge
Phonics & Early Reading	Our disadvantaged pupils have been identified as having some greater difficulty with Phonics and Early Reading, than their peers
2. Narrowing Gaps	We have a group of pupils in receipt of PP who are not making expected progress, despite interventions
3. Wellbeing & Mental Health	There has been a significant increase in the number of children experiencing poor mental health and wellbeing
4. Attendance	23% of children in receipt of PP currently have attendance which falls below 90%

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
To ensure that the Phonics Screening Check outcomes for Disadvantaged pupils in 2023-'24 will be narrowed to be more in line with their peers.	Phonics Screening Check 2023-24 indicates that the gap between Disadvantaged children and their peers is narrowing.
To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points.	All pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points.
To ensure the well-being needs of all children in receipt of pupil premium funding are prioritised so they can flourish and reach their full potential.	Children and their families know they are valued and supported. Children receive targeted support and their wellbeing is increasingly secure
To narrow the gap between whole school attendance and pupils in receipt of pupil premium funding.	The proportion of children in receipt of pupil premium classed as persistent absentees is reduced

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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training of all new staff in the validated SSP programme to secure stronger Phonics teaching and learning for all pupils and fulfil the statutory requirement	Phonics approaches have a strong evidence base indicating a positive impact on the accuracy of word reading, though not necessarily comprehension, particularly for children from disadvantaged backgrounds. Phonics/Toolkit Strand/Education Endowment Foundation/EEF	1
To further increase the capacity of SENCo to liaise with multi-agencies as well as provide additional support for teachers and parents	See EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020 Ensure all pupils have access to high quality teaching.	2 3 4

	Compliment high quality teaching with small group and one to one interventions. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	
Keep KS1 cohorts discrete to maximise quality first teaching	EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1 2
Invest heavily in Teaching assistants to enhance teaching and learning outcomes	EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants 'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.	1 2 3
Invest in staff CPD to support Wellbeing for all stakeholders including Senior Mental Health Lead Training and Curriculum	EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies	3 4
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund Subject Lead release time to embed key elements of guidance in school and to access Maths resources and CPD	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1 2 3

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

Budgeted cost: £6,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Re-establish School Led Tutoring for disadvantaged pupils who are falling behind Age Related Expectations Continue to liaise between class teacher, staff member leading interventions to personalise learning and create bespoke	EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support 'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.'	1 2 3 4

individual and small group interventions.		
TAs working across school to support teaching and learning alongside delivering nurture sessions at various times throughout the day to improve for mental health and wellbeing	EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants 'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.	2 3 4
TAs Effective deployment of Teaching Assistants to support key children and year groups/cohorts	EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants 'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.	1 2 3 4
Assessment Leads- Pupil Progress /Tracking Assessment Leads analyse summative assessment data and help identify children who need more targeted intervention	EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support 'These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored.	1 2

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

Budgeted cost: £9,125

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supervision – All staff receive Supervision on at least termly basis to maintain wellbeing and maximise outcomes for children	EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies	2 3
Collette – pastoral support from Learning mentor for		2 3

<p>vulnerable children and families</p> <p>Cultural Capital – support disadvantaged children with access to a wider range of life experiences</p> <p>Open Door – Encourage relationships between home and school</p> <p>Outdoor Learning- Use of outdoor learning to support key groups of pupils</p> <p>Increase links with SASW / SEND team and Health Professionals</p> <p>Increase Parental Engagement – Offer parenting group sessions working on specific needs identified through Supervision and Staff Meetings</p> <p>CAF/TAF- process with vulnerable families- allowing them to access key services</p> <p>Transition arrangements into EYFS and end of year</p> <p>Attendance Monitoring and meetings - to be a focus item for key pupils through regular monitoring and tracking of vulnerable pupil eg pupil progress meetings</p>		
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Total budgeted cost: £ 59,025

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Throughout 2022-2023, all children's learning and progress was evaluated with daily formative and termly summative assessment for learning, taking place to identify missed learning, addressing gaps, and moving learning forward with a meaningful and targeted whole school approach. Careful transition allowed children to begin the new academic year from their individual starting points to maximum outcomes for all learners.

Comparison Tables for Children in Receipt of Pupil Premium v Children not in Receipt of Pupil Premium for End of Key Stages 2022-2023

EYFS GLD

2022-2023	PP	Non PP
	2 out of 4 50%	9 out of 15 60%

KS1 RESULTS

2022-'23	Reading	Writing	Maths
PP	1/4 25%	0/4 0%	1/4 25%
Non PP	9/17 53%	7/17 41%	8/17 47%

KS2 RESULTS

2022-'23	Reading	Writing	Maths	GPS
PP	5/6 83%	3/6 50%	5/6 83%	3/6 50%
Non PP	14/14 100%	13/14 93%	12/14 86%	11/14 79%

The most significant gap is at the end of Key Stage 1. The gap between these 2 groups of children is less apparent at the end of EYFS and end of KS2, however due to our small cohort numbers, these figures should be read due regard.

We continue to work towards achieving our outcomes. Due to significant numbers of children in this year's EYFS cohort, who were not school ready on transition, our intended outcomes, for this group of children, including those children in receipt of PP, are challenging.

Wellbeing and Mental Health is being maintained and enhanced through the development of the Mental Health Team and the instalment of a Senior Mental Health Lead.

Attendance is currently improving and now above target of 96%. Our overall school attendance has been well above National averages for several terms.

We are now one year into our SSP and our new scheme is being embedded.

There are still Gaps in the attainment of children in receipt of PP, including those with SEND; this continues to be monitored regularly and interventions are put in place.

Externally provided programmes

Programme	Provider
Phonics and Early Reading	Little Wandle SSP
Maths Mastery	White Rose Hub
Teach Computing	National Centre for Computing Education
PNECT	PNE
SCARF Life Bus	CORAM Education
Learning Mentor/Counselling	Achieve 360
Behaviour Management Support	REACH

Further information

A significant amount of what we do at Lea Endowed, for our disadvantaged children, are those things that are largely unseen, or go unnoticed, but that make a positive difference to our children and families on a daily basis... making a cup of tea and allowing a struggling parent to unburden themselves, providing toast and a listening ear, for a child who arrives late and without breakfast because of a challenging start in the family home, taking a child for a walk around the school field and allowing a distressed child time to soothe and self-regulate before walking into class.

We strongly maintain that “disadvantaged” is not just something that is measured financially.