

Pupil premium strategy statement

'In Jesus' footsteps we will grow in grace and knowledge'

At St Leonard's, children will understand that God's grace is the gift given freely out of unconditional love and that **all** are precious. By following in Jesus' footsteps, with Pupil Promises at the heart of everything we do, we are shaping confident, thoughtful, courageous advocates of the future and growing God's kingdom on Earth.

By following Christ's example we **"Grow in the grace and knowledge of our Lord and Saviour, Jesus Christ."** 2 Peter 3:18

Our school vision reflected in this statement through careful consideration of how the funds are spent, therefore enabling all to flourish, especially our disadvantaged pupils. This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding. 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	Langho & Billington St Leonard's CE (VA) Primary School
Number of pupils in school	301 (4-11)
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2022 2022-2023 2023-2024
Date this statement was published	December 2021, reviewed September 2022
Date of most recent review	September 2023
Date on which it will be next reviewed	September 2024
Statement authorised by	Mrs Dawn Lindley, Headteacher
Pupil premium lead	Mrs Dawn Lindley, Headteacher
Governor / Trustee lead	Mrs Mari Cheeseman

Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year	£ 35980
Recovery premium funding allocation this academic year	£ 4020
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	£ 40000

Part A: Pupil premium strategy plan



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Statement of intent When making decisions about using Pupil Premium funding it is important to consider the context of our school and the subsequent challenges faced. Research conducted by EEF should be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing.

The challenges are varied and there is no "one size fits all". We consider fully the needs of Langho St Leonard's CE School pupils in our decision-making.

Our ultimate objectives are:

- † To narrow any attainment gap between disadvantaged and non-disadvantaged pupils.
- † For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- † To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to achieve these through:

- † Ensuring that teaching and learning opportunities meet the needs of all the pupils and that the quality of teaching experienced by all children is developed and improved.
- † Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- † Recognising that not all pupils who receive free school meals are socially disadvantaged
- † Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- † We use our knowledge of pupils and families to identify pupils we consider need extra support including classes, groups or individuals.
- † To encourage parents/ carers to apply for free school meals where pride, stigma or changing circumstances may act as a barrier
- † Providing small group work focussed on overcoming gaps in learning and running nurture groups.
- † Ensuring that all teaching assistants are deployed and used effectively to support children according to identified need
- † Supporting/subsidising payment for activities, educational visits and experiences. Ensuring children have first-hand experiences to use in their learning in the classroom.
- † Aiming at accelerating progress, particularly the most able disadvantaged at least in line with non-disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	Personal development, pupil wellbeing and social, emotional health for pupils, including those eligible for PP has been negatively affected by the disruption of school closures and working in restricted bubbles 2020-21.
2	Following disruption due to school closures and restrictions whilst in school, increasing attainment gap across Reading, Writing and Maths compared to prior attainment, while ensuring that the broad curriculum is also fully inclusive for all children.
3	Slower rate of progress towards end of key stage expectations / attainment and generally across the school.
4	Decrease in attendance due to self-isolation periods during the year and unauthorised holiday absences during periods of national restriction easing.
5	Children have transitioned into new classes, including mixed aged groups and are struggling more than usual to get to know different routines and expectations within a new key stage.
6	Some children have challenges with anxiety and establishing friendships
7	Children and families resilience has suffered and although higher than national average, attendance is lower than pre covid times.

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
Increase of KS1 and 2 attainment in reading, writing and maths– including catch-up provision. Closing gaps agenda for PP pupils.	Support groups and catch up tutoring planned, resourced and evaluated effectively to ensure that they have the maximum possible impact. Achieve higher than national average progress scores in KS1 and KS2 and attainment at end of key stages at least
TAs deployed effectively to support recovery and catch-up across the school. Training in place to enable effective provision.	TA employed to support disadvantaged children, training in place for TAs on various intervention programmes when needed.
Effective and more consistent teaching of reading across the school	Reading for understanding and comprehension progress can be evidenced.
Increased well-being and emotional support for all pupils, including those eligible for PP	Support groups continued for PP children with trained TAs when required. Focus on social and emotional learning across school and raised awareness of everyone's mental health
Pupils' achievement in wider curriculum subjects is in line with non PP pupils and cultural capital is developed and sustained.	Experiences and visits planned for children across the year, wide range of extra-curricular clubs. Pupil voice shows a greater understanding of the world around them.



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Activity in this academic year (2023-24)

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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments (NTS) . Training for staff to ensure assessments are interpreted and administered correctly.	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2, 3
'Little Wandle' Subscription DfE validated Systematic Synthetic Phonics programme Home Reading Books to be purchased from Y2 – Y6 Library to be stocked	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	2, 3, 5



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Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.	<p>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)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	2, 3
<p>Deployment of part time teachers to teach Maths and Science across KS1 & LKS2 Phase, and Phonics across KS1.</p> <p>Teaching Assistant to be deployed strategically according to the needs of the children.</p>	<p>EEF <i>"As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils."</i></p> <p>This approach allows us to increase the amount of attention each child will receive and enables Maths to be taught in straight year groups rather than mixed classes.</p> <p>Allocations of TAs to ensure that each class has TA support in Whole Class Guided reading, and that younger children Little Wandle early reading has been facilitated.</p>	1, 2, 3
Extensive CPD for all staff in school – to create highly effective practitioners in all classrooms. Fully planned approach to CPD utilises LA SIP and high quality trainers.	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p><i>"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium."</i></p>	1, 2, 3, 5



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<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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>	1, 4, 5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers identify individuals & small groups including PP children for additional support following identified areas of need from assessment. These are delivered either by the teacher or additional TA.</p>	<p>EEF (+4)</p> <p><i>"Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher or TA to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills."</i></p> <p>Accelerated progress for children in receipt of interventions and other targeted support. Teachers will be working with intervention groups to address gaps.</p>	1, 2, 3



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Toe by Toe multi sensory reading programme delivered by trained TA providing regular and frequent 1:1 sessions for identified KS2 children requiring rapid progress with mechanics of reading.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition 'On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.'	2, 3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improved social and emotional wellbeing for PP children and other vulnerable pupils.</p> <p>Staff training – Forest School qualification (2 teachers)</p> <p>The dog mentor (school dog) to work across school with identified children to improve emotional wellbeing and aid learning.</p>	<p>Targeted nurture support from Learning mentor and TAs for identified children.</p> <p>Woodland 'Forest schools' learning to be offered to all children across school.</p> <p>The above having a positive impact on attendance, behaviour and well being.</p> <p>https://www.cypnow.co.uk/features/article/specialreport-research-outdoor-learning-researchevidence-study-1</p> <p>https://files.eric.ed.gov/fulltext/EJ1173578.pdf Research review Are therapy dogs in classrooms beneficial? Findings included... -Contributed to students' overall emotional stability -Improved students' attitudes toward schools -Facilitated students learning lessons in responsibility, respect, and empathy Students' attitudes toward school improved. -Students found companionship with the dog. -Students used the dog to remain in control of their emotions and behaviors in order to prevent them from entering emotional crisis. -Students used the dog as a de-escalation tool to calm their minds and bodies when they did enter into emotional crisis.</p>	1, 5, 6



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	-Students' learning was extended by fostering growth in respect, responsibility, and empathy.	
Subsidised visits/ visitors, experiences and extra curricular activities for PP children.	<p>'Poverty has a significant impact on the educational experience and attainment of many children growing up in the UK' NEU</p> <p>PP pupils do not have access to as many activities which promote cultural capital. Financial support can be provided to ensure children in receipt of PP are able to take part.</p> <p>Areas where PP pupils are supported: Residential visits where financial support may be offered to cover some costs. Visits out of school. Uniform costs for PP children where needed. After school club costs for PP children where needed.</p>	1, 6
To equip staff with knowledge and skills to further support the mental health and well-being of all our children.	<p><i>We will utilise a DfE grant to train a senior mental health lead.</i></p> <p><i>This will focus on developing our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.</i></p>	1, 5, 6

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 2021 to 2022 academic year.

Our work within 2022-23 has led to improving academic outcomes, particularly in Reading and Maths across all classes in school.

EYFS children made substantial progress in all areas. GLD increased from 82% (2022) to 91% (2023)

Year 1 Phonics increased from 87% (2022) to 94% (2023) 100% of Y1 PP children passed.

End of KS1 data (2023) is above national figures and on an upward trajectory, improving on 2022 outcomes.



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Year 4 Multiplication Test - School average 2023 = 23/25 (Pupil Premium average 23.5)
For comparison, National Average 2022 = 19.8 / 25

	Reading		Writing		GPS		Maths		Combined	
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
School SATs 2023	95%	56%	93%	28%	95%	67%	95%	51%	91%	19%
School Average Scaled score 2023	111				112		109			
National 2023	73%	Not yet available	71%	Not yet available	72%	Not yet available	73%	Not yet available	59%	Not yet available
National Average Scaled Score 2023	105				105		104			

Support staff deployment and tutoring for identified individuals is having a positive impact upon learning. Educational visits and enhancement opportunities have supported children's wider development. Individual emotional support provided to children in the form of nurture, is having a positive effect across school.



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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
Reading Plus	
Kapow	
Learning By Questions	
Toe By Toe	