

Pupil premium strategy statement

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	Little Leigh Primary School
Number of pupils in school	155
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2023 – July 2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Little Leigh Primary Local Academy Board
Pupil premium lead	Toni Clarke (Headteacher)
Governor / Trustee lead	Alistair Richards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	31,095
Recovery premium funding allocation this academic year	2755
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	33,850

Part A: Pupil premium strategy plan

Statement of intent

Create Learning Trust has developed the following overarching principles for our Pupil Premium spend strategy;

- Ultimately, we are striving for outcomes for our disadvantaged pupils (academic and non-academic) to be in line or better with their non-disadvantaged peers.
- All children in receipt of Pupil Premium funding will have the same exposure to quality first teaching practices in addition to targeted academic support and wider strategies.
- We will treat implementation as a process to prioritise, plan and prepare appropriately.
- Effective diagnostic assessments of our disadvantaged children for academic and non-academic outcomes will be in place.
- Following assessments school leaders will identify who needs intervention to close any emerging gaps and a targeted intervention plan will be produced.
- School leaders will build a culture of clear and sustainable implementation, ensuring the deployment of key staff are working with priority children.
- We will make evidenced informed decisions on what to implement when and by whom.
- We will regularly monitor the impact of additional interventions and strategies used – ensuring we adapt any strategies and processes. These will be monitored and reported termly.
- We will ensure that we evaluate our strategy regularly as what works one year may not work the next year.
- A full review will be conducted annually to evaluate the overarching strategy and measure the success based on outcomes for our disadvantaged pupils. We will report outcomes against a robust and evaluative framework.

Challenges

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

Challenge number	Detail of challenge
1	Financial challenge for our families
2	Emotional well-being

3	Resilience
4	Academic achievement

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
<i>All Pupil Premium children to have equal access to school trips, residential, private music tuition and after school clubs.</i>	Financial support to be provided to Pupil Premium families – should this be requested – to ensure equal access.
To improve Pupil Premium children's resilience when completing academic work.	<p>Pupil Premium children will understand what 'resilience' means.</p> <p>Pupil Premium children will start to recognise when their resilience is being compromised.</p> <p>Pupil Premium children's resilience will improve when completing academic work.</p>
To improve Pupil Premium children's academic achievements across the school curriculum.	<p>Gaps in Pupil Premium children's reading, writing and maths compared to their peers are identified.</p> <p>Subject leaders ensure a focus on the achievements of Pupil Premium children when monitoring progress against action plan.</p> <p>Reading, writing and maths outcomes to be closer to their non-pupil premium peers' outcomes.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	<p>Sustained high levels of wellbeing are demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations

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: £8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised reading and mathematics tests 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	4
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	4
Personal Development/wellbeing training for staff	Pupil Premium's resilience and well-being is currently less secure than that of their non-pupil premium peers.	2 and 3
A robust Personal Development Curriculum that is deeply embedded and permeates all areas of school life.	Pupil Premium children are nurtured and supported to enable them to navigate through life safely, happily and healthily.	2 and 3

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

Budgeted cost: £19,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional 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: Phonics Toolkit Strand Education Endowment Foundation EEF	4
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. 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:	1
Providing ELSA (Emotional Literacy Support Assistant) training to further improve the support of pupils with social and emotional with a qualified ELSA available in school.	Bespoke programmes of work will facilitate the children in developing new skills and coping strategies that allow them to manage social and emotional demands more effectively.	2

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

Budgeted cost: £5,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>Whole staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour across school.</i></p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p>
<p><i>Family Support Worker</i></p>	<p>Our family support worker is able to provide emotional and practical help and advice to families who are experiencing long-or short-term difficulties. It is strength based approach which believes that the potential for positive change lies with families and should be owned by the family themselves. Optimism and hope are key to delivering this work although recognising risk as well.</p>	<p>2</p>
<p><i>Contingency fund for acute issues.</i></p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £33,850

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 2022 to 2023 academic year.

Please see the outcomes as documented on the Pupil Premium Statement for 2022/23.

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

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?	<ul style="list-style-type: none">• Private music lessons.• Social and emotional support with our training ELSA and Family Support Worker.• Supplemented educational visits and residentials
What was the impact of that spending on service pupil premium eligible pupils?	The well-being and personal development the children was supported effectively.