

# Pupil premium strategy statement review 2022/23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Leagrave Primary School
Number of pupils in school	455
Proportion (%) of pupil premium eligible pupils	26.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	annually
Date this statement was published	04/10/22
Date on which it will be reviewed	10/07/23
Statement authorised by	Governing Body
Pupil Premium lead	Headteacher
Governor / Trustee lead	A.Scott-Smith

## Funding overview

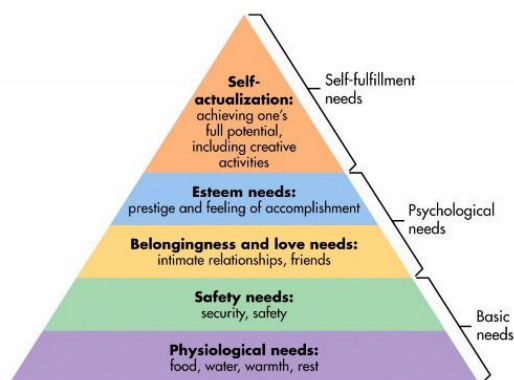
### \*Pupil premium funding and recovery premium as a single sum

Detail	Amount
Pupil Premium funding allocation this academic year	£175,895
Recovery Premium funding allocation this academic year	£17,835.50
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£193,730

# Part A: Pupil premium strategy plan

## Statement of intent

### Identified barriers to educational achievement



Maslow's Hierarchy of school needs outlines the essential needs that are required for positive learning.

A child's availability to learn depends largely on their motivation, their personal desire to achieve results and improve our knowledge, regardless of the material being studied, is one of the most important factors in our ability to learn.

#### a. Self-actualization / Motivation to learn

- A lack of motivation is a major barrier to a child's learning, as without the desire to achieve there is no desire to learn
- Previous negative experience of education, first hand or parental impacts on levels of motivation and attendance

#### b. Esteem needs / Self-esteem

- Low levels of language and skill impacts on levels of esteem and worth

#### c. Belongingness / Relationships

- A lack of positive relationships with peers and adults impacts on engagement and learning

#### d. Safety needs / Emotional safety

- Low levels of confidence and the ability to take risks impacts on learning

#### e. Physiological needs / Physical wellbeing

- Acceptable living and sleeping conditions impact on children's learning
- A balanced diet, and regular nutritious meals impact on children's readiness to learn

Our ultimate objectives are that disadvantaged pupils achieve as well, if not better than other pupils.

## Challenges

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

Challenge number	Detail of challenge
1	To improve consistency in approach of teaching and learning across the school, resulting in raised attainment and progress
2	To improve resourcing in literacy and numeracy, particularly in reading
3	To improve achievement and participation for disadvantaged pupils
4	To close the gap between levels of attainment and National Expectations, for disadvantaged pupils
5	To remove barriers to learning for disadvantaged pupils, resulting in raised attainment and improved levels of progress

## 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	Review Results 2023	Outcome																																																									
The proportion of disadvantaged pupils achieving in core subjects is in line with our exceeding national averages	<u>Targets for:</u> <u>Phonics</u> Year 1 - 90% Year 2 – 95%	<u>Phonics</u> Year 1 - 91% Year 2 – 95%	Met																																																									
Teachers access outstanding CPD to improve their practice. A comprehensive training programme enhances the knowledge and skills of support staff	<u>Multiplication Tables</u> Year 4 – 90%  <u>Targets</u> Year 2 –	<u>Multiplication Tables</u> Year 4 – 89%  <u>Outcomes</u> Year 2 –	Met																																																									
Focused spending will provide high quality resources to enhance outstanding teaching which will achieve outstanding achievement and progress	<table border="1"> <thead> <tr> <th>Year 2</th> <th>WA+</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>68%</td> <td>12%</td> </tr> <tr> <td>Writing</td> <td>61%</td> <td>5%</td> </tr> <tr> <td>Maths</td> <td>67%</td> <td>12%</td> </tr> </tbody> </table> Year 6 - <table border="1"> <thead> <tr> <th>Year 6</th> <th>WA+</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>92%</td> <td>39%</td> </tr> <tr> <td>Writing</td> <td>82%</td> <td>35%</td> </tr> <tr> <td>Maths</td> <td>92%</td> <td>37%</td> </tr> </tbody> </table>	Year 2	WA+	GD	Reading	68%	12%	Writing	61%	5%	Maths	67%	12%	Year 6	WA+	GD	Reading	92%	39%	Writing	82%	35%	Maths	92%	37%	<table border="1"> <thead> <tr> <th>Year 2</th> <th>WA+</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>61%</td> <td>15.3%</td> </tr> <tr> <td>Writing</td> <td>55.9%</td> <td>5.1%</td> </tr> <tr> <td>Maths</td> <td>59.3%</td> <td>11.9%</td> </tr> <tr> <td>Combined</td> <td>52.5%</td> <td>5.1%</td> </tr> </tbody> </table> Year 6 - <table border="1"> <thead> <tr> <th>Year 6</th> <th>WA+</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>90%</td> <td>51%</td> </tr> <tr> <td>Writing</td> <td>83%</td> <td>22%</td> </tr> <tr> <td>Maths</td> <td>92%</td> <td>42%</td> </tr> <tr> <td>SPaG</td> <td>95%</td> <td>64%</td> </tr> <tr> <td>Combined</td> <td>83%</td> <td>17%</td> </tr> </tbody> </table>	Year 2	WA+	GD	Reading	61%	15.3%	Writing	55.9%	5.1%	Maths	59.3%	11.9%	Combined	52.5%	5.1%	Year 6	WA+	GD	Reading	90%	51%	Writing	83%	22%	Maths	92%	42%	SPaG	95%	64%	Combined	83%	17%	Met
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Clubs, extended activities will focus on wellbeing, self-esteem and confidence creating pupils who believe they can achieve			Met
Quality First Teaching, focused interventions, 1:1 tutoring and rigorous data analysis will ensure a robust programme that will allow pupils to 'catch up and keep up'			Met
To develop relationships with pupils, parents, carers and the wider community to problem solve barriers that impact on learning for disadvantaged pupils			Met

## 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: £45,000      Actual Cost: £57,350

Activity	Evidence that supports this approach	Challenge number(s) addressed	RAG
Teaching and learning consultants for English and Maths	All teachers will develop more effective practice, resulting in improved attainment for all pupils. Planning and teaching continues to be developed in literacy and mathematics. Improved monitoring structures have been implemented focusing on areas for improvement. Strategies/approaches have been demonstrated and observed ensuring consistency of approach across the school.	3	G
CPD from outside consultancy	Training and professional development improves the skill set of teaching and support staff, enabling them to provide stimulating and challenging lessons for all children. (ICT, English, SEND)	3	G
Teaching Assistants	Additional intervention and support for those children needing to make accelerated progress in order to meet targets and make better than average progress.	3	G

Staff CPD – all year groups	Training and professional development improves the skill set of teaching and support staff, enabling them to provide stimulating and challenging lessons for all children.	3	G
Support staff deployed across the school focusing on inclusion and standards	Additional intervention and support for those children in KS2 needing to make accelerated progress, in order to meet targets and make better than average progress.	3	G

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

Budgeted cost: £101,600    Actual Cost: £104,005

Activity	Evidence that supports this approach	Challenge number(s) addressed	RAG
Booster classes / extended school day and resources	Additional intervention and support for those children in Year 5 and 6 needing to make accelerated progress, in order to meet targets and make better than average progress.	4	G
Year 1 phonics intervention staff	Additional intervention for identified groups of pupils in phonics. A higher proportion of pupils reach national levels in Year 1 phonics test.	4	G
Additional teaching staff	The gap between actual levels and expected outcomes in literacy and numeracy will be lessened for CiC. To support children with barriers to learning. To enable Year 6 to work in smaller groupings, supporting behaviour and teaching and learning therefore enhancing progress in all areas. To enable Year 5 to work in smaller groupings, supporting behaviour and teaching and learning therefore enhancing progress in all areas. To close the gap in maths for those identified as not making satisfactory/good progress from KS1.	4	G
1:1 tuition	The gap between actual levels and expected outcomes in literacy and numeracy will be lessened.	4	G
Additional teaching Year 6	To enable children to work in smaller groupings, supporting behaviour and teaching and learning, therefore enhancing progress in all areas.	4	G

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

Budgeted cost: £30,000    Actual Cost: £32,375

Activity	Evidence that supports this approach	Challenge number(s) addressed	RAG
Staff for extra-curricular activities	Before and after school clubs at no cost to pupils, to enhance pupil engagement. Achievement and participation will improve for disadvantaged children.	5	G
Provision of milk and fruit for KS2, healthy refreshments for pupils in booster class, hygiene items for pupils, Mock SATs breakfast	Fruit provided for all pupils as one of their 'five a day' – a good source of nutrients to contribute towards a healthy, balanced diet to encourage healthy eating habits into later life. Milk is provided in line with DFE school food standards. This boosts their calcium intake and increases hydration levels, improving their ability to concentrate and learn. Refreshments provided during booster classes to aid energy and concentration. Personal hygiene items results in improved wellbeing and personal awareness.	5	G
Provision of uniform	To provide pupils with appropriate uniform (uniform package given to those children in receipt of FSM/CiC).	5	G
Christmas 2022 events and summer 2023 events	Improved achievement and participation for disadvantaged children. To enhance life experiences for all pupils.	5	G
Nurture room resources: all year groups	The nurture room provides a supportive and stimulating environment enabling pupils to improve access to learning.	5	G
Counsellor: all year groups	To support children with barriers to learning.	5	G
Parental Engagement and Information sessions	To increase parental engagement as it has a large and positive impact on children's learning.	5	G
Speech therapists (Magic Words) – focusing on EYFS initially	To provide life-changing treatment, support and care for children who have difficulties with communication, or with eating, drinking and swallowing.	5	G

Careers Day	To support children in gaining confidence to build resilience, determination and increase risk taking.	5	R* *Implement in 2024
Anti-Bullying animation	To raise awareness of bullying and to give clear messages to all pupils that bullying is unacceptable. To provide clear pathways for pupils to report unacceptable behaviour to an adult.	5	G

**Total budgeted cost: £176,600    Total actual cost: £193,730**

## 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.

#### Percentage of children achieving the expected standards

	Leagrave 2019 KS2 SATs	Leagrave Comparison to National	Leagrave 2021/22 KS2 SATs	Leagrave 2022/23 KS2 SATs	National 2023 KS2 SATs	Leagrave Comparison To National
<b>Reading</b>						
Expected Standard	87%	+14%	92%	90%	73%	+17%
Higher Standard	32%		50%	51%	29%	+1%
<b>Writing</b>						
Expected Standard	86%	+8%	70%	83%	71%	+12%
Higher Standard	30%		13%	22%	13%	unchanged
<b>Maths</b>						
Expected Standard	94%	+15%	95%	92%	73%	+19%
Higher Standard	38%		40%	42%	24%	+1%
<b>GPS</b>						
Expected Standard	97%	+17%	92%	95%	72%	+23%
Higher Standard	49%		67%	64%	30%	+2%
<b>R, W and M</b>						
Expected Standard	75%	+10%	70%	83%	59%	+24%
					*	*

\*Data will be available in December 2023

#### Progress Measures

<b>Reading</b>	5.7
<b>Writing</b>	4.2
<b>Maths</b>	5.6



## 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 Learning

## 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

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*