

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our longer term (2021-24) 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	The Lea Primary School & Nursery
Number of pupils in school (based on October 2021 census)	School: 210 Nursery: 16
Proportion (%) of pupil premium eligible pupils	12.3% (26 chn)
Academic year/years that our current pupil premium strategy plan covers	September 2021 – July 2024 (3 years)
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Beth Featherby/Sharon Mansour (co-chair of governors)
Pupil premium lead	James Berry (Headteacher)
Governor / Trustee lead	Helen Nistala (Pupil premium governor)

Disadvantaged pupil progress and attainment scores for last academic year

NO ATTAINMENT DATA FROM 2020 or 2021 DUE TO COVID-19			
2019 Data	<i>Pupils eligible for PP (4 chn)</i>	<i>Pupils not eligible for PP (23 chn)</i>	<i>National average</i>
% achieving ARE in R, W, M combined	100%	96%	65%
% achieving GDS in R, W, M combined	0%	30%	11%
% achieving in Reading	100%	100%	73%
% achieving in Writing	100%	96%	78%
% achieving in Maths	100%	100%	79%
Progress score in reading	+7.0	+3.0	0
Progress score in writing	+3.6	+3.2	0
Progress score in maths	+3.4	+4.6	0
Y1 phonics outcomes	25% (4 chn)	94% (18 chn)	82%

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,660
Recovery premium funding allocation this academic year	£4,060
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	£41,720

Part A: Pupil premium strategy plan

Statement of intent

The pupil premium grant exists in order to:

“Improve the education outcomes for disadvantaged children” (DfE, Pupil Premium guidance September 2021).

At The Lea Primary School & Nursery, we strive for this and more. All members of staff, members of the governing body and relevant stakeholders are entirely committed to providing all children with an educational experience of the highest quality. We aim to ensure that through delivering this, all disadvantaged children can leave school with the academic and life skills they need to fulfil their potential and enjoy every success in their future education and future lives.

Underpinning our aim is an unwavering belief from all staff members and governors that all children can achieve, can progress in their learning and can be successful – whatever experiences they have outside of school.

Our strategy is built around two core elements:

Teaching & Learning for all

“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” (The EEF guide to pupil premium). At The Lea time, energy and focus is spent at all levels on improving standards of teaching & learning. A key element of the schools approach to implementation of its curriculum is built around The Multi-store Theory of Memory (Atkinson and Shiffrin, 1968) and a *small steps sequential* approach to teaching and learning which benefits all children. This ties closely into the belief that *“learning can be defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned” (Ofsted 2019).*

Bespoke support – beyond academic

Every child is different and every child has different strengths and different needs. Through focusing on early identification and early support, all children at The Lea benefit. This can come in many forms, which may include supporting behaviour, attendance, mental health and wellbeing, physical development, exposure to wider life enrichment, family involvement and specific academic needs. This is not an exhaustive list and that support is always carefully considered, planned and implemented dependent on a child's needs.

This current strategy plan aims to fulfil our intent by detailing key spending beyond what we already provide to a high standard to all of our pupils.

Challenges

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

Challenge number	Detail of challenge
1	<p>Disadvantaged children have historically low entry points into The Lea (in comparison to non-disadvantaged) and in general are behind the expected standard in prime learning areas. For example, in autumn 2020 the school participated in a local authority attainment on entry (for Reception children) data collection- using the new EYFS framework as an early adopter school). The proportion of children on track was in line with the local area and above national at a whole class level but all disadvantaged children joining the school were below the expected age standard in all areas of the curriculum.</p> <p>As such, children need to make accelerated progress in the 3 prime areas to catch up. These low starting points have also meant that often disadvantaged children have major gaps in their understanding of key basic facts/basic skills in the core subjects. These gaps often take a number of years to close. At The Lea, the school has devised a set of basic skills expectations for each year group and baseline diagnostic assessment of these takes place each autumn term. In autumn 2021, disadvantaged children joining the school were all assessed as below the expected standard for basic fact recall/basic skills.</p>
2	<p>Disadvantaged children typically begin their schooling having experienced a lower quantity and quality of interactions with adults and others. As a result, Children who begin school with a poor understanding of language will need considerable support to develop their spoken language and language comprehension.</p>
3	<p>Historically at the Lea, disadvantaged children are more likely to have to deal with challenging home circumstances. This impacts upon emotional wellbeing and is a barrier to progress. At The Lea, we carefully analyse home circumstances and other contextual information to track children with multiple risk factors to their education (for example current FSM, SEN, involvement with social worker).</p>
4	<p>Attendance rates for disadvantaged pupils have historically been more variable than the school average. This impacts on consistent progress</p>
<p>The challenges listed above have been ongoing for some time at the school. However, they have been further exasperated by experiences during the Covid pandemic with children hugely impacted during lockdowns and school closures.</p> <p>The school remained open during all lockdowns and proactively encouraged all disadvantaged children to attend school in person.</p>	

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 raise standards of teaching, learning and outcomes in phonics and early reading for disadvantaged children.	<ul style="list-style-type: none"> - For disadvantaged children to be performing in line with non-disadvantaged children in y1 phonics screening. - For at least 90% of children to be meeting the standard in the phonics screening check at end of y1 - For all children to have met the standard in the phonics screening check by end of y2 (if they do not meet the standard in y1)

	<ul style="list-style-type: none"> - To teach phonics and early reading through a DfE validated systematic synthetic phonics (SSP) programme and for all staff to be trained in delivery of this. - For all children to have access to reading materials which both support a SSP programme and also allow for development of a love for reading.
To support the mental health and wellbeing needs of disadvantaged children.	<ul style="list-style-type: none"> - For the school to have in place an effective system for early identification of mental health concerns - For children to have access to a curriculum which promotes positive mental health.
To increase attendance of disadvantaged children so that it is in line with national expectations	<ul style="list-style-type: none"> - Attendance rates of disadvantaged children are at least at 96% - Persistent absence of disadvantaged children is below 5%
To maintain high standards of attainment and progress by end of KS2 for all disadvantaged children.	<ul style="list-style-type: none"> - For progress in reading, writing and maths to remain above average for all children including disadvantaged. - Attainment in all core subjects remains above 90% at ARE for all children. - Attainment in all core subjects at GDS is above national for disadvantaged children.

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: £21,720

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Phonics development</u> Implementation of DfE approved systematic synthetic phonics (SSP) programme – Little Wandle letters and sounds revised. Including: <ul style="list-style-type: none"> - Release time and cover for subject lead to upskill on leading implementation - Release time and cover for support staff for CPD - Fully resourcing programme to meet needs of cohorts in reception and year 1. 	Extensive experience in early literacy indicates that, if children are taught well, their backgrounds, ethnicity, level of disadvantage, their disabilities and other variables, such as being a boy or summer born, should rarely prevent their learning to read. (The reading framework, Teaching the foundations of literacy , DfE, 2021) It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. (Phonics, EEF toolkit). Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (Phonics, EEF)	1 & 2

Additional HLTA staffing to support greater collaborative planning between teachers in order to maximise learning outcomes.	<p>Hattie (2003) suggests, teacher quality alone accounts for 30% of the variance in student performance. The communities that will be formed by working collaboratively will enhance teacher effectiveness and expertise (Hattie, 2015).</p> <p>As a one form entry school there is limited opportunity for collaborative planning. Additionally, three of the eight classes at school are currently taught as job shares. Historically these teachers had no time to meet or to plan collaboratively. By supporting this, the quality of education has improved alongside improvements to staff wellbeing and workload (commented on in TES article)</p>	1 & 2
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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
Release time and staffing to support participation in the NELI programme.	NELI is a Nuffield Foundation initiative and was developed by leading academics in the field of language and literacy development. The 2020 EEF evaluation suggests the NELI programme is the most well evidenced oral language programme available.	1 & 2
Retention of support staff to deliver FTE 0.2 Tracks Literacy intervention	Tracks Literacy is bespoke intervention programme to support children who are significantly falling behind in their literacy skills. It has had a proven track record in school of raising attainment and supporting with children “catching up”	1 & 2
Retention of 0.5 FTE ELKAN trained teacher to support specific speech and language need.	In each phase of the EEF's subject specific summary of recommendations for improving literacy , prioritising the development of communication and language is clear. The need to intervene when early speech and language learning is behind is essential to progress in language comprehension.	1 & 2

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing across the school day to lead wellbeing, character building and social and emotional skills interventions (e.g. Lego therapy, nurture group, social skills development) including meet and greet for certain children at risk of low attendance.	Improving social and emotional learning in Primary schools (EEF Summary of recommendations) makes it clear that explicit teaching of social and emotional learning is key to improving social and emotional learning. It allows for staff to model the social and emotional behaviours they want children to adopt – including self-regulation, self-awareness, social awareness, and relationship skills.	3 & 4
Wider enrichment and experience through removal of financial barriers: support for families in order to provide free places for breakfast club / sports clubs/ holiday camps / music access.	Research to understand successful approaches to supporting the most academically able disadvantaged pupils (DfE, 2018), demonstrates the impact of addressing barriers to success in education that derived from a family's material poverty.	3 & 4
Implementation of “ Stormbreak ” as a whole school approach to supporting mental health and wellbeing of children. Including release time and cover to upskill staff.	A mentally healthy school is one that adopts a whole-school approach to mental health and wellbeing (Mentally healthy schools – Anna Freud National Centre for Children and Families). Stormbreak promotes positive mental health through movement and is an NHS/CAMHS supported programme implemented across the whole school. It supports giving children breaks during the day to reset and be ready for learning.	3
Employment of forest school trained teacher on 0.1 FTE and delivery of forest school teaching.	Forest School and its impacts on young children: Case studies in Britain details many of the positive impacts that can be experienced through forest school including positive changes in behaviour and improved communication skills.	1, 2 & 3

Total budgeted cost: £41,720

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 2020 to 2021 academic year.

Review: last year's aims and outcomes (2020-21)

Aim	Outcome
To improve the attendance levels of PP children so that they are in line with non-pp children.	Attendance of 20-21 academic year was: PP children: 94.3% Non PP children: 96.9% This gap has closed from the previous full academic year (2018-19) but continues to be an area of focus for the school.
To ensure that any attainment and progress gaps between PP and non-PP children are identified through rigorous monitoring. To ensure that actions are implemented to reduce these gaps over time and by the time children end their time at The Lea.	Termly pupil progress/attainment meetings have continued despite pandemic impact and termly data analysis has looked at trends across the school. By end of year 6 in 2020-21, using in school assessment, it shows that a slight attainment gap exists in all subjects however progress of PP children exceeds that of non-pp children – this progress is measures from ks1.
To develop reflective and resilient learners through promoting wellbeing and positive mental health	The school continues to champion approaches to positive mental health and wellbeing. School is in final stages of completing mental health kitemark accreditation with Herts NHS and children and staff report high impact from work to promote wellbeing and positive mental health.
To improve Speech & Language skills and to ensure successful learning of phonics and early reading in Early Years and in Key stage 1	Academic year has been hugely impacted by school closure and this has particularly impacted PP children and early reading/phonics learning. Children in year 2 PSC were successful and 72% of PP (5/7) made the standard.

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
N/A – none purchased	

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?	

Further information (optional)

This strategy was written with a focus on the use of additional funding it does not include many of the elements of curriculum intent and implementation that are already in place for the benefit of all children. Some of these elements include:

A teaching for mastery approach to the curriculum with all lessons planned around small, sequential steps of learning.

Curriculum prioritisation following the impact of Covid-19 with current curriculum design taking into account the impact of the pandemic and efforts to get all children “back on track” with their learning.

Highly trained teaching assistant support for all classes.

Regular subject leader release time to support school improvement in all subjects.

Wide ranging enrichment opportunities for all children with embedded “wow” moments and experiences across the curriculum.