

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 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 2023 census)	210 (and additional 29 in Nursery).
Proportion (%) of pupil premium eligible pupils	10.5% (22 chn)
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	December 202
Date on which it will be reviewed	November 2024
Statement authorised by	Paul Goodwin (chair of governors)
Pupil premium lead	Tracey Berry (Headteacher)
Governor / Trustee lead	Tanya Mortlock (Pupil premium governor)

Detail	Amount
Pupil premium funding allocation this academic year	£33,465
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£33,465</p>
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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 longterm 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 & 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 – low academic entry points (particularly around literacy)	<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.</p>
2 – speech, language and communication need	<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 – contextual challenges away from school – social, emotional and mental health needs	<p>Historically at the Lea, disadvantaged children are more likely to have to deal with challenging home circumstances. This can impact 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> <p>Whilst society and schools have moved on from a period of interrupted education during the pandemic, the impact of this is still being widely seen. There are more social, emotional and mental health needs being identified amongst our current cohort of children than ever before and this is disproportionately high for our disadvantaged children. This is in line with national and international research which has identified the widening impact of Covid-19 on the disadvantage gap.</p>
4 – school attendance	<p>Attendance rates for disadvantaged pupils have historically been more variable than the school average – in 2018/19 the school's absence rate was in the top 20% for schools from a similar demographic area (Inspection data summary report, 2022). This has an impact on consistent progress and attainment for those children with low attendance.</p>
5 – multiple “risk factors” and need	<p>Contextually at The Lea, we have seen over time that a disproportionately high number of disadvantaged children fall under multiple categories of need. This includes over 60% of disadvantaged children also being on the SEN register. At The Lea we also recognise that we have a high proportion of our disadvantaged children who are boys and who are also on the SEN register.</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 nondisadvantaged 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)- 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. For key stakeholders (parents and children) to all agree that the mental health and wellbeing needs of children are met as shown in annual survey.
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: £13, 465

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics development Implementation of DfE approved systematic synthetic	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	1 & 2

<p>phonics (SSP) programme – Little Wandle letters and sounds revised. Including:</p> <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. 	<p>their learning to read. (The reading framework, Teaching the foundations of literacy, DfE, 2021)</p> <p>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)</p>	
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
Additional leadership support to ensure continued development and delivery of a high quality whole school curriculum alongside constant review and adaptation of the curriculum intent.	<p>The Ofsted blog on curriculum focus supports that there is a wealth of research into the importance of sequential learning in human cognition. In particular that when pupils are successful, the knowledge they need has built over time, allowing them to understand more complex ideas and undertake more complex tasks. The curriculum intent at The Lea is carefully mapped out in all subjects in long term curriculum overviews – these are both the model for progression and the ready-made tool for assessment. Additional leadership support allows for the regular review and adaptation of these.</p>	1, 2 & 3

Continued CPD opportunities to support high quality teaching across the curriculum. <ul style="list-style-type: none"> - Funding to support cover costs - Access to mastering number CPD (through Maths hubs for reception, y1 and y2 teachers) - Access to NPQ's for staff (leading teacher and leading literacy). 	Effective professional development (EEF) , suggests that supporting high quality teaching is pivotal in improving children's outcomes and that there is a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes. The CPD to be accessed is nationally accredited (NPQ) or nationally devised (maths hub) and therefore meets the criteria of high quality and high impact CPD.	1, 2
CPD for all staff focused on meeting the social, emotional and mental health needs of children. <ul style="list-style-type: none"> - Training on STEPS behaviour approaches for all staff (refresher and full 	Evidence shows adverse experiences can negatively impact on children's educational pathways and outcomes (Luke & O'Higgins, 2018, cited in Hadley Trust research) and that schools who are attachment aware and trauma informed can positively impact the educational experiences of children. Furthermore, a therapeutic whole school approach	3 & 5
training for new staff) to support whole school therapeutic approach to behaviour management. Attachment and trauma aware training for all staff. <ul style="list-style-type: none"> - 	In EEF's improving behaviour recommendations there is a clear emphasis that consistency and coherence at a whole-school level are paramount but also that universal behaviour systems are unlikely to meet the needs of all your students. Additional CPD and training allows staff at The Lea to adopt and implement a collective approach.	

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 phonics interventions in line with the school's SSP programme. <ul style="list-style-type: none"> - Little Wandle keep up - Little Wandle rapid catch up - Little Wandle SEN support 	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. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. (Phonics, EEF toolkit). Interventions should be aligned to the SSP programme being taught in whole class teaching. At The Lea we understand the importance of reading in order to access wider curriculum and that no child should be left behind in developing early reading skills (specifically phonological awareness) - After Year 1, learning in the wider curriculum depends increasingly on literacy. Pupils who cannot read well enough do not have full access to the curriculum. Those who fail to learn to read early on often start to dislike reading. (The reading framework, Teaching the foundations of literacy , DfE, 2021)	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 support) 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 & 5
Leadership focused time to identify and support key families at risk of low attendance (through regular monitoring and communication with families)	DfE's " working together to improve attendance " details the importance of accurately completing admission and attendance registers and having effective day to day processes in place to follow-up absence.	4 & 5

<p>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.</p> <p>This includes this year the purchase of balance bikes, pedal bikes and two wheel scooters so the school can participate in the Balanceability scheme.</p>	<p>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.</p> <p>Balanceability is the UK's only afPE Approved Learn to Cycle programme. Anecdotal evidence led to this approach following last year's year 5 cycling proficiency week. Three members of the class could not ride a bike and all were disadvantaged children. This approach will aim for every child to be able to ride a bike by the end of reception – developing confidence and motivation.</p>	3, 4 & 5
<p>Employment of forest school trained staff on 0.2 FTE and delivery of forest school teaching.</p>	<p>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.</p>	1, 2 & 3
<p>Additional support staffing in place to deliver social, emotional and mental health focused interventions</p> <ul style="list-style-type: none"> - Sports mentoring/emotion coaching groups for disadvantaged boys - Social skills/ emotion coaching groups (including Lego therapy) 	<p>Emotion coaching is based on the understanding that all behaviour is a form of communication and is driven by an emotional response. Based on research by American Psychologist John Gottman, Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach the child and young person about more effective responses. Toolkit of evidencebased interventions to promote inclusion of children with SEMH needs - Support for schools and settings (devon.gov.uk)</p>	3, 4 & 5
	<p>We are approaching emotion coaching through the medium of sporting activity as many of our identified children respond well to physical activity and sporting competition. Other social skills groups, such as Lego therapy, which provide social skills training for children have been shown to support individuals better understand social interactions and how to engage with others socially.</p>	

Training and use of emotional literacy support assistant	<p>The ELSA project is a national initiative developed by Sheila Burton, Educational Psychologist, to build the capacity of schools to support the emotional needs of their pupils from within their own resources. It recognises that social, emotional and mental health underpins learning and pupil well-being and that children learn better and are happier in school if their emotional needs are also addressed. https://www.elsanetwork.org.</p> <p>Research suggests that ELSA training and intervention also has a positive impact on school staff by increasing the knowledge and confidence of school staff to support the emotional needs of pupils. Toolkit of evidence-based interventions to promote inclusion of children with SEMH needs - Support for schools and settings (devon.gov.uk)</p>	3 & 4
Contingency fund for acute issues.	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.	1-4

Total budgeted cost: £33,465

Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments – including in depth analysis of data related to attendance and behaviour.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

The table below details progress towards our strategy's intended outcomes

Intended outcome	Progress towards outcome (1 st year of 3)
To raise standards of teaching, learning and outcomes in phonics and early reading for disadvantaged children.	<p>In 2021-22, the school implemented its chosen systematic, synthetic, phonics programme – Little Wandle Letters and Sounds Revised. This was a huge undertaking and was a school improvement priority (and is again for 2022-23).</p> <p>All staff in school were extensively trained and a huge amount of resourcing and organisation took place to ensure effective implementation of the programme. This has meant that all children had access to reading materials which support the programme and align to phonics teaching.</p> <p>In terms of phonics outcomes, our year 1 children performed above national and local expectations. However, there was a continued impact from the pandemic which included a mass Covid outbreak which resulted in high staff and pupil absence lasting around half a term. This was a contributing factor, along with the challenges of implementing a new programme, that have meant we did not reach our aim of 90% of children meeting the standard. There was a within school percentage attainment gap but statistically this amounts to one child.</p> <p>Year 2 children took their phonics screening check in autumn 2021 (delayed from Covid impacted previous year). Outcomes from this were high. Again, there was a within school percentage attainment gap but statistically this amounts to one child.</p>
To support the mental health and wellbeing needs of disadvantaged children.	<p>This intended outcome has been the biggest challenge to remain on track. There are more social, emotional and mental health needs being identified amongst our current cohort of children than ever before and this is disproportionately high for our disadvantaged children. We see this as a direct impact from the pandemic and it is exasperated by the lack of external agency support due to high demand and low funding across all public sectors. The early identification system is in place and our curriculum is designed to promote positive mental health and meet the varying needs of children.</p> <p>Responses from parent surveys (November 2022) show that 99% of respondents agree or strongly agree with The Lea's approaches to supporting mental health and wellbeing.</p>

To increase attendance of disadvantaged children so that it is in line with national expectations	<p>In 2018/19 (pre-pandemic) our disadvantaged children's attendance was 92.4% and non-disadvantaged was 95.6%. Last academic year our disadvantaged children's attendance was 91.9% and non-disadvantaged was 95.2%. This shows a slightly wider gap. However, comparatively to national data this was a smaller gap and showed relatively high attendance (Pupil absence in schools in England: autumn term, Autumn Term 2021/22 – Explore education statistics – GOV.UK (explore-education-statistics.service.gov.uk)).</p> <p>Attendance will continue to be a focus as there is some way to go in order to reach the intended outcome as absence and persistent absence rates for disadvantaged children is below the aspirational target level.</p>
To maintain high standards of attainment and progress by end of KS2 for all disadvantaged children.	<p>Data from tests and assessments suggest that by the end of primary school, disadvantaged children at The Lea attain highly in all subject areas. This is a standard maintained from 2018-19 (pre-pandemic). Attainment of our disadvantaged pupils exceeds the national attainment – including for those who are non-disadvantaged. There is a slight within school percentage attainment gap but statistically this amounts to one child so is not a gap we consider to be significant. Although there is an attainment gap at the higher level for end of key stage two outcomes, our disadvantaged children make high levels of progress – evidencing their far lower starting points.</p>

Based on the comments above and considering the evidence we have reviewed, the school are on track with their three-year pupil premium strategy.

One point of note that may affect this strategy and the relevant approaches within it has been the recognition of a changing demographic within the school. In 2022-23, the new Reception cohort of children had no pupil premium recognised disadvantaged children. Should this be a pattern that continues, we will say a gradual reduction in available funding which will affect activities available to support this strategy.

As a result of this review, the statement has been updated to reflect some changes in use of funding which have included the removal of some activities that were not showing high enough impact and the introduction of some new strategies and activities.

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
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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.

Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be given priority, encouraged and supported to participate.