

## 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 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 Leys Primary and Nursery School
Number of pupils in school	439
Proportion (%) of pupil premium eligible pupils	114/439 = 26%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	17 September 2021 <b>This version 22/11/22</b>
Date on which it will be reviewed	December 2023
Statement authorised by	Davinder Khangura
Pupil premium lead	Marie Doherty
Governor / Trustee lead	Phil Bibby

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£153,330.00
Recovery premium funding allocation this academic year	£12,960.00
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	£166,290.00

# Part A: Pupil premium strategy plan

## Statement of intent

- *What are your ultimate objectives for your disadvantaged pupils?*

Our ultimate goal is for all our children to have high aspirations and realise that they can achieve their dreams regardless of their background. In order to achieve this we are aiming for the same or higher percentage of disadvantaged pupils to achieve age related expectations in English and Maths as the National Average at the end of Key Stage 1 and 2.

- *How does your current pupil premium strategy plan work towards achieving those objectives?*

We are aiming to achieve this by offering a range of approaches. Firstly we aim for high quality wave one teaching in all classes and for all pupils. Pupil Premium Funding is supporting this with CPD and advice from HfL specialists. Secondly, we have Pupil Premium Mentors who are focused on targeted academic support. Finally we employ a range of wider strategies such as employing a family support worker and providing a range of enrichment activities.

- *What are the key principles of your strategy plan?*

Our key principles are high aspirations, self confidence and belief. Everything we do is aimed at preparing the children for life after primary school so they can achieve to the best of their ability.

## Challenges

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

Challenge number	Detail of challenge
1	Self perception/self esteem- Pupils feeling not good enough and comparing themselves to others
2	Lack of life experiences- Not having as many opportunities to engage with enrichment activities.
3	Academic under- achievement in disadvantaged children.
4	Attendance- The attendance and punctuality of disadvantaged pupils
5	Parental engagement of disadvantaged pupils, particularly at school meetings and workshops.

## 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
<p>To narrow the attainment gap between disadvantaged and non- disadvantaged at each Key Stage end point within the school.</p> <p>To increase the proportion of disadvantaged children making good or better progress in Reading, Writing and Maths combined across KS1/2.</p>	<p>Disadvantaged children will be achieving in line with, or exceeding National Averages for English and Maths at the end of each key Stage end point within the school.</p> <p>There will be an increase in disadvantaged pupils who achieve in line with their peers at each data end point.</p>
<p>To increase the rate of attendance for those eligible for PPG</p>	<p>The rate of attendance for disadvantaged pupils will be in line with or above that of their peers, based on National data.</p> <p>Disadvantaged pupils who are persistently absent have clear support plans</p>
<p>To give targeted social and emotional support to those eligible for the PPG and their families.</p>	<p>The aspirations, confidence and self-esteem of eligible pupils and their families will increase. This will be evidenced through improved attendance and attainment.</p>
<p>To provide additional extra-curricular and enrichment opportunities for PPG children.</p>	<p>Figures of PP children attending out of school clubs is in line or above those of non PP children.</p> <p>All PP children will have the opportunity to attend at least one club or enrichment opportunities.</p> <p>Where identified, children have had opportunities to widen their experiences and this is reflected in the progress made in the classroom</p>

## 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: £4,836

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>National College Subscription</b></p> <p>School subscription to an Online CPD provider.</p>	<p>We have purchased a subscription to the National College which provides online CPD training and seminars for all staff.</p> <p>The school has used guidance from the following EEF documents to plan and use CPD from National College</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	1,3
<p><b>HfL Advisors</b></p>	<p>We have purchased 4 days of support from HfL advisors to support us with our delivery and moderation of writing across the school as well as to support us with the implementation of the new EYFS curriculum.</p>	1, 3
<p><b>Marking and Feedback</b></p> <p>Small Focused grouping with immediate marking and feedback</p>	<p><a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/feedback/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/feedback/</a></p> <p>Small group teaching and early intervention for identified children will allow for highly targeted support to address and support areas of misconception and allow the children the opportunity to consolidate their learning.</p> <p>Immediate feedback and marking allows children to make accelerated progress.</p>	1, 3
<p><b>Pupil Premium Mentors to work in class and in small groups</b></p> <p>All Middle attainers and those who are not on track will work with PP learning mentors. This group of pupils will be a focus in all progress meetings.</p>	<p><a href="#">School cultures and practices: supporting the attainment of disadvantaged pupils A qualitative comparison of London and non-London schools Research Report</a> Department for Education – May 2018</p> <p>Creating focused/ target groups will allow highly targeted quality first teaching with a strong emphasis on differentiation and the achievement of personal targets.</p>	1, 3

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

Budgeted cost: £119,188

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Learning Mentors</b> Across the school we have 3 learning mentors- in KS1, LKS2 and UKS2.</p> <p>These PP learning mentors provide in class support in the mornings and then provide same day interventions and targeted group interventions focused on disadvantaged children in the afternoon.</p> <p>The learning mentors keep track of children's progress and regularly liaise with teachers and leaders.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p>Through previous data we have found that Pupil Premium mentor have raised children's attainment through whole class, small group and 1:1 support</p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	1, 3, 4, 5
<p><b>Same Day Interventions</b></p> <p>Same Day Interventions for identified children with a particular focus on Disadvantaged children. Pupil Premium Mentors will ensure that these children are worked with at least once every other week.</p>	<p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/same-day-intervention/">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/same-day-intervention/</a></p> <p>SDI comprises of elements of mastery learning which is a whole school approach for maths. It also enables misconceptions to be addressed instantly.</p> <p>We are aiming to overcome some of the difficulties of implementation from the listed report.</p>	1, 3
<p><b>Catch up Tutoring</b></p> <p>Class teachers provide tutoring to small groups of children after school to maximise their progress. Class teachers delivering the tutoring ensures that the sessions are tailored precisely to the needs of the children.</p>	<p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a></p>	1,3
<p><b>Shining Stars- Nurture Group</b></p> <p>Our Nurture group is run by two support staff, this intervention focuses on supporting the social, emotional and behavioural difficulties of pupils.</p>	<p><a href="https://www.nurtureuk.org/sites/default/files/nurture_groups_booklet_online.pdf">https://www.nurtureuk.org/sites/default/files/nurture_groups_booklet_online.pdf</a></p> <p>Nurture group provides a small and specialised area for those children who are struggling with mainstream classrooms.</p>	1,3, 4
<p><b>Phonics Support.</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Training has been delivered and TAs are involved in supporting whole class phonics and developing a 'Leys Phonics Scheme'</p>	1, 3

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

Budgeted cost: £40,574

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Attendance Monitoring and Support.</b></p> <p>To work with vulnerable families and focus on reducing persistent absenteeism and secure overall attendance which remains at least in line with National Average.</p> <p>Regular monitoring Attendance letters Meetings with parents Liaison with Attendance Officer Rewards and praise – attendance celebrated weekly and termly in school through assembly and attendance board and with parents via website and social media</p>	<p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p> <p>DfE 'Improving attendance at school states that "The evidence shows that children with poor attendance are unlikely to succeed academically and they are more likely not to be in education, employment or training (NEET) when they leave school." Also the following: "There is a clear link between poor attendance at school and lower academic achievement."</p> <p>Regular monitoring will allow us to identify children quickly and begin to work with parents by opening up communication between school and home.</p>	<p>4, 5</p>
<p><b>Lunch Club</b></p> <p>The PP mentors provide a lunchtime club (the hub) for children to provide fun and structured activities to the children and given them an alternative to the unstructured environment of the playground.</p>	<p>School evidence has shown that behaviour of certain children is improved by giving them a structured alternative to the playground.</p> <p>Reducing the amount of unstructured play time has had a significant impact on some children and lead to less conflict for them in the afternoons and improved attainment and behaviour.</p>	<p>1, 2, 3</p>
<p><b>STEAM club</b></p> <p>The PP Mentors provide an after school club (initially to Year 2-5 disadvantaged children)</p> <p>This provides the children an opportunity to complete homework with resources and support as well as to engage with enrichment activities with the support of the PP mentors.</p>	<p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/extending-school-time/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/extending-school-time/</a></p> <p>STEAM club enables children to complete their homework in school with the resources they need (stationery/computers etc) as well as support from the PP mentors.</p> <p>This reduces conflict with parents, raises the child's self esteem and improves attendance as the child feels more confident that they are fully prepared for school each day.</p> <p>They are also involved with weekly STEAM enrichment activities to further enhance their learning.</p>	<p>1, 2, 3, 4, 5</p>

<p><b>Family Liaison Worker</b></p> <p>Family Liaison Worker to provide targeted and bespoke support to children and families.</p>	<p><a href="https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit</a></p> <p>The School Family Liaison Worker has an integral role within the home/school relationship. She is well placed to reach out to the families of vulnerable children to offer targeted support and can create bespoke support packages for the family with a holistic approach.</p>	<p>1, 3, 4, 5</p>
<p><b>Subsidising Enrichment Activities</b></p> <p>Subsidised travel expenses and costs for residential trips offered to PPG children to increase uptake in adventurous opportunities.</p> <p>Subsidising cost of residential trip -Manor Adventure Y6 -Wymondley Wood Y4 -Weekly swimming fees Y4</p> <p>Subsidising voluntary contribution for school trips YR- 6</p>	<p>When OFSTED make a judgement whether a school is good or outstanding they are looking to see if</p> <p>“ Enrichment activities are varied and have a high take up across most groups of pupils.”</p> <p>“It provides ‘memorable experiences’. Ofsted’s survey evidence indicates that when pupils remember ‘exciting events’, they recall the learning deeply as well. “</p> <p><a href="https://educationendowmentfoundation.org.uk/school-themes/enrichment/">https://educationendowmentfoundation.org.uk/school-themes/enrichment/</a></p>	<p>1, 2, 4, 5</p>

**Total budgeted cost: £164,498**

## **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.

During 2021-22, PP funding had impact in the following areas.

#### **Narrowing the Gap between PP and Non-PP at each end point across the school-**

The data for children reaching EXS+ across the school has show significant narrowing in all areas. As per the table below the gap has narrowed by 9.6% in reading, 7.2% in writing and 7.5% in Maths.

Case studies and monitoring have shown a variety of reasons for this but the greatest progress was seen in children who received catch up tuition with class teachers.

Children with improved attendance and those who attended after school enrichment activities such as homework and sports clubs also showed accelerated progress.

	Autumn 2021			Summer 2022		
	PP	Non PP	Difference	PP	Non PP	Difference
<b>Reading EXS+</b>	42.7% (53)	65% (202)	22.3%	58.1% (71)	70.8% (219)	12.7%
<b>Writing EXS+</b>	35% (43)	56% (174)	21%	48.4% (59)	62.2% (193)	13.8%
<b>Maths EXS+</b>	40.2% (49)	62.2% (195)	22%	52.5% (64)	67% (209)	14.5%

We recognise that fewer PP children are achieving EXS+ than their peers and are continuing to support with tutoring, provisions and mentoring this year.

### **To increase the rate of attendance for those eligible for PPG**

Rates of attendance for PP children continue to be below those for non PP children. There have been individuals with much improved rates of attendance which we have evidenced through data and case studies however the PP group as a whole did not show improved attendance over the year.

	Autumn			Summer		
	PP	Non PP	Difference	PP	Non PP	Difference
<b>2020-21</b>	<b>96.69%</b>	<b>98.37%</b>	<b>1.68%</b>	<b>95.54%</b>	<b>97.86%</b>	<b>2.32%</b>
<b>2021-22</b>	<b>93.6%</b>	<b>95%</b>	<b>1.4%</b>	<b>92.5%</b>	<b>94.3%</b>	<b>1.8%</b>

In 2022-23 We will be increasing our focus on certain families with high rates of persistent absences.

The attendance team will continue to meet termly to discuss attendance rates and increase our focus family approach.

We will also be increasingly working with outside agencies to improve the attendance of individual families.



## **Giving targeted social and emotional support to those eligible for the PPG and their families-**

This was achieved with the help of Safe Space therapy, the Mental Health Support Team in Stevenage and our school Family Liaison worker.

Children were worked with in person where possible. The school also ran Shining Stars (Nurture Group) provision which was attended by 6 pupils throughout the day.

PP mentors had focus families who they worked with and this showed an improvement in attendance and behaviour for those families.

## **To provide additional extra-curricular opportunities for PPG children-**

PP children were subsidised for a number of extra-curricular clubs. They were also given preference places at free enrichment clubs.

KAT club (Kids and technology) was run after school specifically for PP children which gave them an opportunity to complete homework and take part in arts, craft and science activities. This was adapted this year to become STEAM club to further develop STEAM enrichment activities for the children.

Lunch club was run as a hub/ drop in system. Behaviour was monitored and children who needed time off the playground were encouraged to attend the club. Behavioural incidents at lunchtime were monitored and there was a significant drop in behavioural incidents for those who attended the lunch club.

## **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*

<b>Programme</b>	<b>Provider</b>



## 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.*