

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 | |
| Proportion (%) of pupil premium eligible pupils | 89/405 = 22% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2024 |
| Date this statement was published | 17 September 2021 This version 14/11/23 |
| Date on which it will be reviewed | December 2024 |
| Statement authorised by | Davinder Khangura |
| Pupil premium lead | Marie Doherty |
| Governor / Trustee lead | Phil Bibby |

Funding overview 2023-2024

| Detail | Amount |
|---|-------------|
| Pupil premium funding allocation this academic year | £158,595.00 |
| Recovery premium funding allocation this academic year | £16,529 |
| 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 | £175,124 |

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 children 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: £7,441.66

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>National College Subscription and Write Stuff Training.</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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-report/effective-professional-development</p> <p>The Write Stuff is a new Writing Scheme we have introduced to the school to help improve attainment in PP and non PP children.</p> | 1,3 |
| <p>HfL Advisors</p> | <p>We have purchased 4 days of support from HfL advisors to support our Foundation subject leadership. We have also purchased 2 days of support with Writing Moderation.</p> | 1, 3 |
| <p>Marking and Feedback- No cost</p> <p>Small Focused grouping with immediate marking and feedback</p> | <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/feedback/</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>Pupil Premium Mentors to work in class and in small groups</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>School cultures and practices: supporting the attainment of disadvantaged pupils A qualitative comparison of London and non-London schools Research Report 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 |
| <p>Full time TA in EYFS</p> <p>We have employed a full time TA in EYFS to provide additional support and provisions</p> | <p>School cultures and practices: supporting the attainment of disadvantaged pupils A qualitative comparison of London and non-London schools Research Report Department for Education – May 2018</p> | 1, 3 |

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

Budgeted cost: £121,834.34

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Learning Mentors Across the school we have 2 learning mentors- One in Lower School (Y1-3) and one in Upper school (Y4-6)</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</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>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> | 1, 3, 4, 5 |
| <p>Catch up Tutoring</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>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p> | 1,3 |
| <p>Shining Stars- Nurture Group</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>https://www.nurtureuk.org/sites/default/files/nurture_groups_booklet_online.pdf</p> <p>Nurture group provides a small and specialised area for those children who are struggling with mainstream classrooms.</p> | 1,3, 4 |
| <p>Same Day Interventions</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>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/same-day-intervention/</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>Phonics Support. - No cost.</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Training has been delivered and TAs are involved in supporting whole class phonics and developing a 'Leys Phonics Scheme'</p> | <p>1, 3</p> |
|---|---|-------------|

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

Budgeted cost: £45,848.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Attendance Monitoring and Support.</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>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</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>Lunch Club</p> <p>The PP mentors provide a lunchtime club (the hub) for children to provide fun and structured activities to the children and give 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>STEAM club</p> <p>The PP Mentors provide an after school club.</p> <p>This provides the children an opportunity to complete homework with resources and support as well as to engage with enrichment activities with</p> | <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/extending-school-time/</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>1, 2, 3, 4, 5</p> |

| | | |
|--|---|------------|
| the support of the PP mentors. | 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. They are also involved with weekly STEAM enrichment activities to further enhance their learning. | |
| Family Liaison Worker Family Liaison Worker to provide targeted and bespoke support to children and families. | https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit 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. | 1, 3, 4, 5 |
| Subsidising Enrichment Activities Subsidised travel expenses and costs for residential trips offered to PPG children to increase uptake in adventurous opportunities. Subsidising cost of residential trip -Manor Adventure Y6 -Wymondley Wood Y4 -Weekly swimming fees Y4 Subsidising voluntary contribution for school trips YR- 6 | When OFSTED make a judgement whether a school is good or outstanding they are looking to see if “ Enrichment activities are varied and have a high take up across most groups of pupils.” “It provides ‘memorable experiences’. Ofsted’s survey evidence indicates that when pupils remember ‘exciting events’, they recall the learning deeply as well. “ https://educationendowmentfoundation.org.uk/school-themes/enrichment/ | 1, 2, 4, 5 |

Total budgeted cost: £172,235

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.

During 2022-23, PP funding had impact in the following areas.

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

During the school year 2021-2022, the data for children reaching EXS+ across the school has show significant narrowing in all areas. We found that in 2022-2023 we

were not able to sustain that progress due to the number of non-disadvantaged children making accelerated progress.

In the academic year 2023-2024, we will be creating action plans and providing focused support to increase the progress of targeted disadvantaged children.

| | Autumn 2021 | | | Summer 2022 | | | Summer 2023 | | |
|--------------|---------------|----------------|------------|---------------|----------------|------------|-------------|--------|------------|
| | PP | Non PP | Difference | PP | Non PP | Difference | PP | Non PP | Difference |
| Reading EXS+ | 42.7% (53) | 65% (202) | 22.3% | 58.1% (71) | 70.8% (219) | 12.7% | 55.8% | 72.5% | 16.7% |
| Writing EXS+ | 35% (43) | 56% (174) | 21% | 48.4% (59) | 62.2% (193) | 13.8% | 45.2% | 62.1% | 17% |
| Maths EXS+ | 40.2% (49) | 62.2% (195) | 22% | 52.5% (64) | 67% (209) | 14.5% | 50% | 71.5% | 21.5% |

To increase the rate of attendance for those eligible for PPG

Over the last 3 years we have been steadily narrowing the gap between rates of attendance between disadvantaged and non-disadvantaged families. We have managed this through regular attendance team meetings and by working with focus families to overcome any barriers to attendance.

| | Autumn | | | Summer | | |
|---------|---------------|-------------------|------------|---------------|-------------------|------------|
| | Disadvantaged | Non Disadvantaged | Difference | Disadvantaged | Non Disadvantaged | Difference |
| 2020-21 | 96.69% | 98.37% | 1.68% | 95.54% | 97.86% | 2.32% |
| 2021-22 | 93.6% | 95% | 1.4% | 92.5% | 94.3% | 1.8% |
| 2022-23 | 94.93% | 94.64% | +0.29% | 94.39% | 95.24% | 0.85% |

In 2023-24 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 for places at free enrichment clubs.

STEAM club 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 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

| Programme | Provider |
|------------------|-----------------|
| | |
| | |

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.