

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	404
Proportion (%) of pupil premium eligible pupils	102/404 = 25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	December 2025
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 Teaching Assistants 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: £86,441.66

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>National College Subscription</p> <p>School subscription to an Online CPD provider.</p>	<p>Effective Professional Development EEF</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>	1,3
<p>Marking and Feedback- No cost</p> <p>Small Focused grouping with immediate marking and feedback</p>	<p>Teacher Feedback to Improve Pupil Learning EEF</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>Oracy Project</p> <p>Whole school oracy project aimed at improving language development across the curriculum.</p>	<p>Oral language interventions EEF</p> <p>We are working with HfL to promote a whole school project on Oracy. Targeted and whole class interventions will be implemented to emphasise the importance of spoken language and verbal interaction in the classroom.</p>	1, 2, 3
<p>White Rose Infinity Scheme</p> <p>We have upleveled our White Rose Scheme to access White Rose Infinity.</p>	<p>White Rose Infinity</p> <p>This bolt-on will enable KS2 teachers to very easily create banks of customised questions (linked to the White Rose schemes of learning) to help address specific gaps in our children's knowledge.</p>	1, 3
<p>Full time TA in EYFS plus TA support across all year groups.</p> <p>We have employed a full time TA in EYFS and additional TA support across all other year groups 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> <p>Making Best Use of Teaching Assistants EEF</p>	1, 3

<p>Phonics Support.</p> <p>A phonics scheme has been created and training has been delivered by our Reading lead.</p>	<p>Phonics EEF</p> <p>Training has been delivered and TA and teachers are involved in supporting whole class phonics and developing a 'Leys Phonics Scheme'</p>	<p>1, 3</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £41,834.34

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Year 6 Tutoring</p> <p>Class teachers provide tutoring to groups of children after school to maximise their progress.</p>	<p>Small group tuition EEF</p> <p>Class teachers delivering the tutoring ensures that the sessions are tailored precisely to the needs of the children.</p>	<p>1,3</p>
<p>Shining Stars and Sunshine Room- Nurture Groups</p> <p>Our Nurture groups are run by three support staff, this intervention focuses on supporting the social, emotional and behavioural difficulties of pupils.</p>	<p>Nurture Groups</p> <p>Nurture group provides a small and specialised area for those children who are struggling with mainstream classrooms.</p> <p>Improving Behaviour in Schools EEF</p>	<p>1,3, 4</p>
<p>Same Day Interventions</p> <p>Same Day Interventions for identified children with a particular focus on Disadvantaged children. Teachers and teaching assistants will ensure that these children are worked with at least once every other week.</p>	<p>Same Day Intervention EEF</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. We are aiming to overcome some of the difficulties of implementation from the listed report.</p>	<p>1, 3</p>

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

Budgeted cost: £42,848.00

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>Working together to improve school attendance - GOV.UK</p> <p>The DfE report states ‘Improving attendance is everyone’s business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. The foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils want to be and are keen and ready to learn.’</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>	4, 5
<p>Lunch Club</p> <p>School TAs 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>Improving Behaviour in Schools EEF</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>	1, 2, 3
<p>STEAM club</p> <p>School TAs provide an after school club aimed primarily at PP 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 familiar TAs.</p>	<p>Extending school time EEF</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 familiar TAs.</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>	1, 2, 3, 4, 5
<p>Family Liaison Worker</p> <p>Family Liaison Worker to provide targeted and bespoke support to</p>	<p>Working with Parents to Support Children's Learning EEF</p> <p>The School Family Liaison Worker has an integral role within the home/school relationship. She is</p>	1, 3, 4, 5

children and families.	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.	
Parent Workshops Regular parent workshops are held across the school to encourage parents to support and engage with children's learning.	Working with Parents to Support Children's Learning EEF After surveying parents, regular parent workshops have been introduced to support with learning, attendance and other parenting issues.	1, 2, 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 referring to Personal Development, Ofsted say 'The curriculum provided by schools should extend beyond the academic, technical or vocational. Schools support pupils to develop in many diverse aspects of life'	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 2023-24, PP funding had impact in the following areas.

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

Whole school data shows success in narrowing the gap between PP and non PP in 2023-2024. This was achieved through our rigorous monitoring and interventions for our PP children. Case studies have been reported to governors to explain this progress. This plan will be carried on and adapted for 2024-25.

	Summer 2023			Summer 2024		
	PP	Non PP	Difference	PP	Non PP	Difference
Reading EXS+	55.8%	72.5%	16.7%	62.60%	72.10%	9.50%
Writing EXS+	45.2%	62.1%	17%	54.90%	67.20%	12.30%
Maths EXS+	50%	71.5%	21.5%	57.00%	73.00%	16.00%

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%
2023-24	95.5%	95.6%	0.1%	94.1	95.3%	1.2%

In 2024-25 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.