

Pupil premium strategy statement

Leamore Primary School is an established and successful primary school, serving a loyal and caring community. The school has a community and citizenship driven ethos that is inclusive of all divisions of society including gender choice, faith, religion and ethnicity. Pupil mobility is less than the national average and the indication of deprivation is above the national average. The school is committed to ensuring that all children reach their full potential and is relentless in removing individual barriers to learning that exist either in school or in the home or community.

Pupil Premium is additional funding provided to schools for supporting children who are at a greater risk of under-achievement.

- We ensure that Quality First teaching and learning opportunities meet the needs of **all** pupils.
- We ensure that pupils belonging to vulnerable groups, including those from socially disadvantaged backgrounds, are adequately assessed and targeted provision including academic support is made to meet their needs.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged will be in receipt of free school meals. We therefore reserve the right to allocate the Pupil Premium funding to support any groups of pupils that the school deems to be socially disadvantaged.

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	Leamore Primary School
Number of pupils in school	223
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2021 2021-2022
Date this statement was published	30 November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Headteacher & Chair of Governors
Pupil premium lead	Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145, 225
Recovery premium funding allocation this academic year	£15, 515
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£13, 938
Total budget for this academic year	£174,678

Part A: Pupil premium strategy plan

Statement of intent

At Leamore Primary School we are aiming for specific outcomes for Pupil Premium Funding:

- *Improving attendance to ensure PPG is in line with Non-PPG.*
- *Improving language and communication skills from Early Years to Year 6.*
- *High quality individual support through the schools' local offer and professional, external support to ensure disadvantaged children who also have additional needs (SEND) have the right provision.*
- *Closing the attainment gap in reading, writing and mathematics between the school's PPG pupils and all pupils nationally.*
- *Increasing the engagement of parents with their children's education and with the school.*
- *Supporting parents to access services to enable them to better meet their child's needs.*
- *To ensure pupil's mental health and wellbeing are met through research based Speech and Language Programmes and Pragmatics groups , Academic Resilience approach.(Young Minds NFS)*
- *To develop an enhanced curriculum that reaches beyond the school setting.*

Having stated our Intent, key challenges and intended outcomes, we have invested in a range of actions and interventions to ensure our PPG provision is carefully planned in order to elicit improved outcomes for disadvantaged children and to narrow any attainment gaps between contrasting groups. With this in mind, activities and support are designed after reflection on our own practice and in response to various research projects, an example being RADY (Raising Attainment in Disadvantaged Youngsters). This has determined which types of intervention have been proven to have the most impact on children's progress and attainment.

Our various provisions for PPG children fall into one or more of the following categories:

- *Metacognition and Self-Regulation: KS1 & KS2 Mentoring, ELSA, Forest School.*
- *Reading Comprehension Strategies: Impact = Rapid Reading, Morning Boosters, Quality Questions (KS1 & KS2), 1000 Stories (EYFS).*
- *Collaborative Learning: School-Led Tutoring*
- *Arithmetic Focus: Third Space Learning (Fluent in Five - Mathematics), Targeted Provision (SEND) Academic Mentors.*
- *Enrichment programme - providing cultural capital to achieve well.*

Challenges

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

Challenge number		Detail of challenge
1		Raise standards in Reading, Writing and Maths ensure outcomes are at least in line with National Expectations.
1a		Pupils struggle with decoding texts using synthetic phonic strategies and need opportunities to practise skills in addition to the regular diet of the school day.
1b		Pupils need coaching and small group activities to develop their resilience and confidence when solving mathematical problems and answering reasoning questions.
1c	2a	Pupils need real-life experiences and vocabulary to be built in order to develop their knowledge of language and give purpose to their writing.
2		To develop an enhanced curriculum that reaches beyond the school setting.
2a		Pupils struggling to be enthusiastic about learning - Barriers beyond school mean that many life experiences beyond the setting are lacking. Pupil's limited vocabulary impacts pupil's skills and development as a result.
2b	4c	High percentage of poor language and communication skills in Early Years. Pupils have difficulty expressing themselves orally.
3		Have a stronger focus on attendance so that it is at least in line with national.
3a		Increasing the engagement of parents with their children's education and with the school so that the importance of attendance and the impact of poor attendance is known.
3b		Clusters of PA from known families.
4		To improve the mental health and well-being of pupils
4a		Pupil's mental health and well-being needs are met through ELSA, Mentoring & Forest Schools.
4b		Negative life experiences - ranging from exposure to D.V to crime & substance abuse to extreme food poverty etc.
4c		Pupil's social and emotional needs hindering the development of academic resilience and progress. (PPG & LAC) Significant proportion of PPG pupils requiring support to meet communication, social and emotional needs exacerbated over the past 18 months.
4d		Negative life experiences - ranging from exposure to D.V to crime & substance abuse to extreme food poverty etc.

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
Standards in Reading, Writing and Maths will be raised at least in line with National Expectations.	-Internal data shows more pupils reaching the expected standard. -Boosters and Catch-up sessions are held.
Pupils will show increased enthusiasm for learning.	-Pupil voice shows a love of learning. -Internal data shows more pupils reaching the expected standard in broad curriculum subjects.
Pupils will be able to use rich vocabulary based on real-life, lived experiences when talking.	-An enhanced curriculum that reaches beyond the school setting is developed. -Educational visits and visitors will be used to enrich learning.
Have a stronger focus on attendance so that it is at least in line with national.	-Attendance is at least in line with expectation. -PA clusters / cases reduce.
The mental health and well-being of pupils will improve.	-Well-being at school award initiated. -Pupil voice shows improvements in mental health and wellbeing knowledge. -School-based schemes such as Forest Schools and ELSA are utilised.

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: £48,944

Activity	Evidence that supports this approach	Challenge number(s) addressed
- Additional teacher for Y6. - Additional support for Y2. Both to support PP pupils. - Additional Teacher 1 day pw for focused catch up	- £21,468 Additional Y6 teacher ($\frac{1}{3}$) - Y6 - TA £9692.00 ($\frac{1}{2}$) (RWM) - Y2 - TA £10,084 ($\frac{1}{2}$) (RWM) - Supply Teacher 1 day pw x 39 - £7,700	1a, 1b, 1c

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

Budgeted cost: £78,844

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deploy Tas, HLTAs and Learning Mentor to: - Target support for PP pupils with phonics/ reading in Year 1, 3, 4 and Year 5 - Target support for PP pupils with maths in all year groups - Target support for PP pupils with writing in all year groups. - Additional support for individual pupils/small groups across the school - Additional support for PP(SEN)	Y1 - Teacher ($\frac{2}{3}$) £16,900 (RWM) Y3 - HLTA ($\frac{1}{2}$) £8458 +1 TA ($\frac{1}{2}$) £9360 (RWM) Y4 - TA ($\frac{1}{2}$) £9011 (RWM) Y5 - TA £6723 ($\frac{1}{3}$) (RWM) Y1 - TA 11,435 (60%) RWM LM ($\frac{1}{2}$) £11333 (Additional Sup)	1a, 1b, 1c
- Booster sessions for Y6 PP pupils/homework support	Y6 Booster - CGP 16 Packs - £100	1a, 1b, 1c
- Regular formative assessment to fine tune intervention.	£250 - Testbase £1041 NFER Assessments	1a, 1b, 1c
- ELSA	1 Member of Staff ($\frac{2}{3}$) - £4,033	4a

	ELSA Resources £200	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £46,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
- Provide enrichment experiences that lessen the gap between Pupil Premium and their peers.	£10,959 (Enrichment Experiences) Enrichment opportunities for pupils provide them with memories and experiences that allow them to develop the vocabulary and working knowledge they need to support their learning. Without these opportunities, disadvantaged pupils are at increased risk of being unable to access learning as well as their peers.	2a, 2b
- <i>Support visits/activities to ensure pupils access an increased variety of learning experiences</i>	£4650 -Residential Farms for city children. (Y5 & Y4) - £300 LAC - 29 PP ½ price is £4,350	
- Provide parents with practical ways in which they can support their children – through workshops	£500 - Parent Packs (Workshops) £874.50 Cover for staff delivering workshops.	1a, 1b, 1c, 3a
- Additional resources for engaging pupils in their learning – D/T, art, music	£673 - Purple Mash £145 Charanga	1a, 1b, 1c, 2a
- Safeguarding lead to support the work of the EWO who can focus on PP pupils. - Introduce further incentives to encourage excellent punctuality and attendance. - Continue with awards for 100% attendance. Close working with families of most vulnerable pupils. - Conduct a home visit of any child	£5,850 EWO £12,154 DDSL (½) £1500 Certificates, vouchers, awards and badges. £5,265 PP Breakfast club attendees 27children x 5days = 1week=135 x39 weeks=£5265 £877.50 - Breakfast Club Staff 10 TAs pw x £2.25 x 39= £87.75 Breakfast Club resources £342 £900 Half-Termly Privileges (£10per PP child x 15 children in class x 6 ½	3a, 3b, 4b, 4d

who doesn't attend without medical evidence (daily). - EWO intervention in line with Local Authority guidance - Continue to offer free Breakfast Club sessions.	terms.)	
- Well-being at School Award	Award Place accredited award £2000	4
- Forest School	Forest School resources £200	4a

Total budgeted cost: £174,678

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.

Evaluation completed on Previous Plan - please see 20-21 Spending Plan for Review.

Raise standards in Reading, Writing and Maths ensure outcomes are at least in line with National Expectations.

- Phonics Screening**

Autumn 2 predicted pass Of 90% (26/29) = (based on a pass mark of 32)

Pupil Premium Progress Data from Entry to Summer 1 2020 - 2021						
Year Group	Reading		Writing		Maths	
	PP Expected + Progress	NPP Expected + Progress	PP Expected + Progress	NPP Expected + Progress	PP Expected + Progress	NPP Expected + Progress
Year 1	72% (9/12)	100%	63% (8/12)	100%	72% (9/12)	100%
Year 2	86% (14/16)	100%	86% (14/16)	100%	86% (14/16)	100%
Year 3	89% (17/19)	100%	89% (17/19)	100%	73% (14/19)	100%
Year 4	95% (21/22)	100%	91% (20/22)	100%	91% (20/22)	90%
Year 5	94% (15/16)	100%	69% (10/16)	92%	81% (13/16)	100%
Year 6	94% (15/16)	100%	67% (11/16)	100%	87% (14/16)	100%

Pupil Premium without SEN Progress Data from Entry to Summer 1 2020 - 2021						
Year Group	Reading		Writing		Maths	
	PP Expected + Progress	NPP Expected + Progress	PP Expected + Progress	NPP Expected + Progress	PP Expected + Progress	NPP Expected + Progress
Year 1	88% (6/7)	100%	85% (6/7)	100%	71% (5/7)	100%
Year 2	92% (11/12)	100%	92% (11/12)	100%	92% (11/12)	100%
Year 3	93% (13/14)	100%	100% (14/14)	100%	78% (11/14)	100%
Year 4	100% (16/16)	100%	94% (15/16)	100%	94% (15/16)	90%
Year 5	100% (9/9)	100%	89% (8/9)	92%	89% (8/9)	100%
Year 6	100% (11/11)	100%	82% (9/11)	100%	100% (11/11)	100%

Entry					Summer 1				
Year 1 Attainment (PP)					Year 1 Attainment (PP)				
	GD	On Track	Just Below	Below		GD	On Track	Just Below	Below
Reading		2/12	3/12	7/12	Reading		5/12	2/12	5/12
Writing		2/12	2/12	8/12	Writing		2/12	3/12	7/12
Maths		1/12	3/12	8/12	Maths	2/12	4/12	1/12	5/12

Entry					Summer 1				
Year 2 Attainment (PP)					Year 2 Attainment (PP)				
	GD	On Track	Just Below	Below		GD	On Track	Just Below	Below
Reading		7/16	4/16	5/16	Reading	1/16	10/16	2/16	3/16
Writing		7/16	5/16	4/16	Writing		8/16	5/16	3/16
Maths		6/16	6/16	4/16	Maths	3/16	6/16	4/16	3/16

	Entry					Summer 1			
	Year 3 Attainment (PP)					Year 3 Attainment (PP)			
	GD	On Track	Just Below	Below		GD	On Track	Just Below	Below
Reading	2/19	4/19	8/19	5/19	Reading	2/19	9/19	3/19	5/19
Writing		3/19	12/19	4/19	Writing		6/19	9/19	4/19
Maths	2/19	3/19	10/19	4/19	Maths	2/19	5/19	5/19	7/19

	Entry					Summer 1			
	Year 4 Attainment (PP)					Year 4 Attainment (PP)			
	GD	On Track	Just Below	Below		GD	On Track	Just Below	Below
Reading	1/22	7/22	5/22	9/22	Reading	3/22	9/22	7/22	3/22
Writing	1/22	5/22	9/22	7/22	Writing	1/22	8/22	6/22	7/22
Maths	1/22	7/22	6/22	8/22	Maths	1/22	10/22	2/22	6/22

	Entry					Summer 1			
	Year 5 Attainment (PP)					Year 5 Attainment (PP)			
	GD	On Track	Just Below	Below		GD	On Track	Just Below	Below
Reading	1/16	5/16	3/16	7/16	Reading	2/16	8/16	4/16	2/16
Writing	1/16	4/16	4/16	7/16	Writing	1/16	5/16	4/16	6/16
Maths	1/16	2/16	8/16	5/16	Maths	1/16	5/16	6/16	4/16

	Entry					Summer 1			
	Year 6 Attainment (PP)					Year 6 Attainment (PP)			
	GD	On Track	Just Below	Below		GD	On Track	Just Below	Below
Reading	2/16	7/16	4/16	3/16	Reading	12/16	0/16	1/16	3/16
Writing	3/16	2/16	7/16	4/16	Writing	6/16	4/16	1/16	5/16
Maths	1/16	4/16	8/16	3/16	Maths	11/16	1/16	1/16	3/16

Have a stronger focus on attendance so that it is at least in line with national.

- Autumn 1 - Summer 1 PP = 79.9%, Non-PP = 92.6%
- During Spring 1 - 33% (29/89) PP attendance. (PP = 50.3% & Non-PP=83.4%)

To develop an enhanced curriculum that reaches beyond the school setting.

Remote Learning

Curriculum Enrichment (Trips and Visitors)

Year / Period	Visitors		Trips			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Conkers - Into the forest workshops	Tamworth Castle	Hollybush Garden Centre / Nature Garden	Back to Back houses (Birmingham)	Toy Museum (Stafford) ?	Snow Play (Snowdome)
Year 2	Pirate Dan (Dantastic)	Mr Price (Antarctic Explorer) / Museum Curator	London (Great Fire)	Local Older Person / Ian Bott Workshop	Olympic Visitor	Seaside
Year 3	Time Travel Education (WW1 Worksop)	Caveman Workshop	Hands-on-Science Forces Workshop	Birmingham Museum / Wroxeter / Chester	Leather Museum (Walsall)	Birmingham International Airport (Older Pupil?)
Year 4	Mummy Making (Dantastic)	Beacon Hill - overlook Walsall and Birmingham (Watercolour artwork - painting (swap art order)	Warwick Castle	Ironbridge Gorge	Hands-on-Science State of Matter Workshop	Living Rainforest (Berkshire)
Year 5	ThinkTank (Birmingham)	Space Station (Leicester) Sci Swap Aut 1	Shrewsbury Prison	Snowdon / ?	Ang-onl (Dantastic) / Caynton Caves	Black Country Living Museum / Bescot Stadium / Old Fellows Park.
Year 6	Air Raid Shelter / Mr Brittle Workshop	Maya Archaeologist Dr Dianne Davies	Titanic Experience (Liverpool)	Parent Visitor / Local Restaurant Chef	Canal & River Trust	Residential / University - climate change experiments.

Booster sessions for Y6 PP pupils/homework support

- CGP booster packs have been purchased in preparation for Y6 Booster sessions.
- Sessions to start in Spring 1 (STC)
- Resources used as part of classroom practise due to COVID-19 guidelines restricting parents participation.

Catch-up programs for RWM in relation to COVID-19.

- See Catch up spending plan
- Catch-up programs have been taking place in afternoons.
- Staff employed to increase provision for catch-up in RWM
 - 2 TAs employed to ensure all afternoons are available for Y3 & Y4 catch up sessions
 - 1 TA employed to act as 1:1 support for a pupil in Y5 to allow NC to lead catch-up effectively.

Regular formative assessment to fine tune intervention.

- NFER tests have been purchased for Years 1, 3, 4 & 5 to provide a standardised score to support Teacher Assessment in the first half of each term. This means there is a standardised test for every half-term. Whilst this is summative on face-value, teachers use the tests formatively to identify gaps in learning so they can provide bespoke catch-up interventions.

CPD/Training

- Adapting Busy Ants to better facilitate learning CPD to be delivered by GD & GE (04/01/2020)
- Maths across the curriculum CPD to be delivered by GD & GE (04/01/2020)
- English Conferencing Training (13/05/2021)
- Maths Lead NCETM Vocabulary and Subject Knowledge training (27/01/2021)
- Mastery in Maths (04/05/2021)

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

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.