

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 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	Leconfield Primary School
Number of pupils in school	132
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs K Tracey
Pupil premium lead	Mr Craig Elder
Governor / Trustee lead	Mrs Morag Sinclair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37905
Recovery premium funding allocation this academic year	£544
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	£38449

Part A: Pupil premium strategy plan

Statement of intent

To provide high quality education through partnerships between children, staff, home and the wider community to enable all children to achieve progress and attainment at least in line with their peers and national levels.

Challenges

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

Challenge number	Detail of challenge
1	Develop high quality teaching through working with a local research school developing teaching in maths throughout the school.
2	External assessments show that disadvantaged pupils generally make academic progress compared to non-disadvantaged pupils. Most notably this year in maths and reading.
3	Through observations and conversations with pupils and their families, disadvantaged pupils generally have fewer opportunities to develop their cultural capital outside of school.

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
Disadvantaged pupils will make progress and attain in line with the national average. Improved performance in end of year assessments.	CPD programme developed and delivered to all teaching staff. Continuation of programme and embedding of strategies to teachers. Teaching will be embedded across the school using the strategies used in mastery teaching.
Disadvantaged pupils will make progress in line with the national average.	Pupils to make at least expected Hodder Scale progress every term
To provide disadvantaged pupils with the same opportunities as non-disadvantaged to access clubs and Increase awareness of healthy eating	Pupils will receive a personal package of subsidised trips and residential where applicable. 80% of disadvantaged pupils access a school meal at least once a week.

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: £8543

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review of feedback policy	EEF research shows that providing effective feedback is well evidenced and has high impact on learning (upto + 6 months)	1,2
Regular lesson drop ins by SLT	IRiS the research is clear: the most important school based factor in student achievement is teaching quality. Teaching effectiveness has 2-3 times the effect of any other school factor. In fact the variation in student achievement resulting from teaching quality is estimated as high as 20%	
Maths lead and Disadvantaged champion to attend the maths hub sessions to implement maths mastery.	EEF research has shown that mastery has a high-impact for low cost. (Up to 5 months)	

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

Budgeted cost: £20096

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly small group or 1:1 targeted work on specific basic skills	EEF research shows 1:1 tuition is very effective at improving pupil outcomes. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons (+ 5 months)	2

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

Budgeted cost: £8972

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personal uniform	EEF has unclear impact for Low-cost. Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.	3
Subsidised trips/residential where applicable	EEF evidence to provide academic components is weak, however, Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy through participation in these challenging, physical and emotional activities, outdoor adventure learning and interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation which may in turn have a positive impact on academic progress	
Healthy school meal	The Institute of Social and Economic Research says healthy school meals significantly improve educational outcomes.	

Total budgeted cost: £37611

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.

<p>Monitoring of teaching continued throughout the year to highlight good practice and suggest ways forward to improve teaching and feedback within teaching for disadvantaged pupils. 84% of disadvantaged pupils made at least three term's progress with internal data.</p> <p>No disadvantaged children in FS.</p> <p>100% of disadvantaged achieved reading, writing and maths which is above national and LA in end of KS1 assessments.</p> <p>KS2: Expected or better attainment in reading of 75% 50% GDS. Above national PP. Expected or better attainment in maths of 75% 25%GDS. Above national PP. Expected or better attainment in writing. 75% 25%GDS. Above national PP</p> <p>Trips subsidised for pupils and offer of subsidising/paying for the residential trip for PP children.</p> <p>Chromebooks not purchased.</p> <p>92% of children accessing school meals</p> <p>94% of disadvantaged children had an attendance of 90% or above.</p> <p>50% of disadvantaged children had an attendance of 95% or above.</p>

Externally provided programmes

Programme	Provider
Lexia Core 5	Lexia
Times Tables Rockstars	Maths Circle
First News subscription	First News

Service pupil premium funding (£843)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	To monitor service children's progress compared to the wider school population to ensure that they learn, develop and achieve their own expected level of progress. To support learning through intervention strategies and resources. To provide pastoral support and guidance for families. To support children to develop friendships and positive relationships through play. To provide resources to support social and emotional

	wellbeing work. To support transitions for children and families arriving and leaving.
What was the impact of that spending on service pupil premium eligible pupils?	<p>4% of service children accessed ELSA last year.</p> <p>Transition of service children is continuing to develop and evolve post COVID. Service children settle well into the school and are given priority when accessing provision.</p> <p>Service children attended a little troopers day where they were able to support each other and discuss ways in which they can help support themselves during deployments and postings. Regular copies of the Little Troopers newspaper are delivered to children. Attendance officer at school and development of Service Champion role to liaise with other organisations to be rolled out through the 2023-24 academic year.</p>

Further information (optional)

N/A

