

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	Leigh Beck Infant and Nursery Academy
Number of pupils in school	260 (+Nursery)
Proportion (%) of pupil premium eligible pupils	23% (Excluding Nursery)
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2022
Statement authorised by	Andre DeCan Chair of Governors
Pupil premium lead	Emma Lane Executive Head Teacher
Governor / Trustee lead	Andre DeCan Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year.	£43350
Recovery premium funding allocation this academic year.	£17390
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.	£60740

Part A: Pupil premium strategy plan

Statement of intent

It is our intent to ensure our curriculum is inclusive so that all children, regardless of background or need, may achieve to their full potential. We use our pupils premium funding to improve educational and pastoral outcomes for disadvantaged pupils in our school. Our disadvantaged children face additional challenges in reaching their potential at school and have a number of barriers upon arrival at school. All members of staff and the governing body accept responsibility for disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment.

Our ultimate objective for our disadvantaged pupils is that they may achieve in-line with all pupils not eligible for pupil premium fund nationally and that on-entry barriers may be reduced as pupils' progress through our school.

- We aim to raise achievement (attainment and progress) of all pupils eligible for the Pupil Premium so that their performance is in line with their non-Pupil Premium peers at Leigh Beck by the end of Year 2
- To ensure all pupils have access to robust wellbeing support and that good social, emotional and mental health enables readiness for learning.
- Provide an exciting curriculum that engages pupils and gives them 'awe and wonder' experiences.
- Improve pupils' vocabulary which will have a proven impact on their attainment.
- Provide extra-curricular opportunities for all children.
- Provide a Structured and Consistent to approved to teaching phonics, reading and comprehension skills.

Challenges

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

Challenge number	Detail of challenge
1	Children joining reception with low starting points in reading, writing and maths
2	High number of pupils with emotional and social barriers, including adverse childhood experiences
3	High number of SEND pupils across the school with a higher proportion being disadvantaged
4	Low cultural capital, with little experience outside of school

5	Many parents with low literacy and numeracy skills
6	Attendance remains low with high persistent absence
7	Long term impact of limited engagement with remote learning during lockdown
8	Children have limited vocabulary leading to limited levels of reading comprehension

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
Improve progress and attainment in reading, writing and maths among disadvantaged pupils.	Disadvantaged pupils achieve national average in Key Stage 1 SATs for progress and attainment.
Improve and sustain the attendance of all our pupils, particularly our disadvantaged pupils.	Improve attendance for demonstrated by: <ul style="list-style-type: none"> • Attendance rates for all pupils is in line with National.
Narrow the attainment gap caused by partial school closures.	<ul style="list-style-type: none"> • Disadvantaged pupils achieve in-line with peers in reading, writing and maths by the end of Year 2. • Additional support develops and deepens the understanding of disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> ➢ qualitative data from student voice, student and parent surveys and teacher observations ➢ a significant increase in participation in enrichment activities particularly among disadvantaged pupils
Improve pupils' vocabularies and language skills across the curriculum throughout the school day.	Children can talk confidently including using subject specific language.
Improve the quality of reading reasons.	Children engage and foster a love of reading through the provision of high quality reading resources (including digital platforms).

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: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD, planning and implementation of dialogic activities for developing language acquisition. This will enable pupils to develop their ability to articulate their needs both emotionally and academically.	Improved language and communication will have a positive impact on progress and attainment.	1, 2, 3, 4, 8
Whole staff SEND and One Plan training	Targets are smart Pupils make enhanced progress in interventions.	3
Develop schools own on-line resources to support families during isolation and possible future lockdowns.	Pupils who engaged with online learning made better progress.	5, 7
Enhancement of teaching and Curricular planning, ensuring our curriculum engages and excites our children and extends their cultural experiences.	Engagement in the learning will lead to pupil progress accelerating and improve attendance.	4

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional LSAs in all Reception, Year 1 and 2 classes to deliver specific phonic/reading interventions.	Evidence from Sutton Trust shows that early intervention is one of the most effective strategies.	1, 3, 5, 8
Trained LSA supports children in small groups and 1:1	Increased support for children's wellbeing.	2
NELI 20. Week programme delivered to all YR/Y1 pupils who score low and LI and WELLCOM screening.	Poor language development is affecting progress and the number of children achieving GLD in reading and the expected level in Year 2.	1, 3, 5, 8

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

Budgeted cost: £ 5740

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced Attendance Officer hours. Continue to build relationships with parents, monitor attendance meetings with attendance officer and assistant head.	DFE Guidance Pupil Premium references that Pupil Premium can be used to 'for wider approaches that support non-academic issues that impact success in school, such as attendance'.	6
Attendance incentives within school: attendance heroes, class attendance winner, certificates for 100% per term, improved attendance stickers.	DFE Guidance Pupil Premium references that Pupil Premium can be used to 'for wider approaches that support non-academic issues that impact success in school, such as attendance'.	6
Contingency fund for acute issues. E,g – uniform, transport, trips and visits.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

	DFE Guidance Pupil Premium references that Pupil Premium can be used to 'help with the cost of educational trips or visits'.	
School Councillor and trained LSA support children 1:1 and in small groups.	Increased support for children's wellbeing.	2

Total budgeted cost: £60,740

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.

Due to covid-19, there were no statutory tests, however we were able to report data through the use of standardised tests and teacher assessments showed that end of year data was lower than previous years.

From our assessments, it was evident that the impact of two academic years of Covid lockdowns had a large impact on the secure understanding of the curriculum. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils as they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. We were able to give high quality teaching when the school reopened which enabled our disadvantaged children to progress well across the curriculum, although the end of year attainment was still below.

Following both lockdowns we identified two areas where we felt our disadvantaged children had regressed the most These were reading and physical activity. When the school reopened the timetable was adapted to enable an extra 30 minutes daily for teaching reading and daily physical activity. The impact of this was evidenced by accelerated progress in reading from March to July and increased level of fitness particularly in the older children.

Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to Covid-19 related issues. The impact was particularly evident for many disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils and targeted intervention where required. We achieved the National Wellbeing award in September and are now implementing the next steps as agreed with the external assessor.

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
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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?	

