

# Leyland St. James' CE (Aided) Primary School



**A Christian family where all are valued, children achieve, and the future begins**

Our mission is to serve the community through serving our children. Every child is welcomed regardless of need for 'who so ever welcomes one such child in my name welcomes me' (Matthew 18.5). Everyone is valued; everyone has worth. We ensure that every child develops within God's love.

## **Pupil premium strategy statement**

When reading this strategy statement, please reflect on both our vision and our principles that:

**Leyland St. James' CE (Aided) Primary School is a place of love and a place of learning. It is a haven for children and families and supports all kinds of learning and development. At St. James', we believe that all children are made in the image of God without exception. All are loved and called in Christ, without exception, without exclusion.**

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	Leyland St. James' CE (Aided) Primary School
Number of pupils in school	227
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 to 2024
Date this statement was published	13.09.21
Date on which it will be reviewed	10.01.22
Statement authorised by	Mrs LF Taylor-Bell
Pupil premium lead	Mr J Atherton
Governor lead	Mr A Hammersley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66000
Recovery premium funding allocation this academic year	£7975
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£73,975

# Part A: Pupil premium strategy plan

## Statement of intent

At Leyland St. James' CE (Aided) Primary School we are committed to providing all of our pupils with a balanced and broad curriculum, ensuring they reach their full potential and progress in all areas. The school receives funding to ensure we provide additional support to raise the attainment of disadvantaged pupils, this is called Pupil Premium.

It is our role to ensure we allocate and spend this funding responsibly in order to have an impact on the progress of these pupils and close the gap between the non-pupil premium pupils. Since September 2014, all pupils in KS1 have received universal free school meals, meaning most pupils aged 4 to 7 have a hot meal, every day, in school. Those pupils in KS1, whose families are classed as disadvantaged, are in receipt of the pupil premium funding too.

In June 2019 the Education Endowment Fund (EFF) published "The Guide to Pupil Premium." Our strategies which reflect the advice in order to diminish the difference in attainment for pupils in receipt of Pupil Premium funding are as follows;

- Improving reading fluency through:
  - Teacher-led phonics learning
  - Accessibility to a range of quality, phase-matched decodable books
  - Teacher diagnostic approach to comprehension development through the use of Accelerated Reader.
- Facilitating quality teaching and deploying staff effectively, utilising exploration, investigation and play.
- Ensuring robust tracking of attainment and identify barriers to learning for individual pupil premium children.
- Continuing professional development as a priority, especially in relation to Higher Performance Learning.
- Targeting support for pupils who are not making expected progress through 1:1, personalised curriculum, Ark, Harbour or Haven input.
- Monitoring and addressing low attendance.
- Ensuring pupils receive social and emotional support for mental well-being e.g therapies.
- At regular intervals throughout the year, evaluating spending and monitoring impact.
- Providing high a quality of education and curriculum to ensure the National Curriculum meets the needs of all pupils, and further develop strategies to ensure pupil premium children effectively engage with the same curriculum as that of non-pupil premium children
- Providing wider outcomes to ensure no child misses out on educational enrichment due to financial difficulties; to provide a range of opportunities for pupils, no matter what their background, to access learning opportunities outside the curriculum e.g. support for trips and uniform
- Ensuring attendance of pupil premium is close to 97% and use Pupil Premium Funds to support access to breakfast clubs etc to encourage attendance.

## Challenges

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

Challenge number	Detail of challenge
1) Academic	<ul style="list-style-type: none"> <li>Loss of education for those not attending school childcare due to Covid-19 school lockdown.</li> <li>The difference between PP and non-PP students in progress and attainment (both at expected standard and greater depth standard),</li> <li>Lack of exposure of children to high quality texts and multiple reading opportunities.</li> <li>Limited access learning at a higher level through 'scaffolding up' not differentiating down.</li> </ul>
2) Wellbeing	<ul style="list-style-type: none"> <li>Covid-19 means an extensive period of time where the disadvantaged children and families have been in an environment where they feel they belong and are comfortable therefore movement back into school may be compromised.</li> <li>Losing self-esteem when comparing themselves with their peers - interventions to happen quickly for those children who are not at the expected level within school (where there is not a special educational need).</li> <li>Loss of self-worth dependent on domestic situation.</li> </ul>
3) Enrichment and engagement	<ul style="list-style-type: none"> <li>Access to home learning during Covid-19 lockdown has been varied. Engage parents understanding and expectations of the curriculum to further support in home learning.</li> <li>Experiences for children are sometimes limited therefore they are missing out on vital experiences to help enhance learning and ensure they have high expectations for themselves. Covid-19 could have enhanced this as integration beyond their home will be varied as well as the extent of interaction within the home</li> <li>Parental engagement is inconsistent and relationships with individual families can be fragile.</li> </ul>
4) Attendance	<ul style="list-style-type: none"> <li>Poor attendance from individual families.</li> </ul>

## 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
<ul style="list-style-type: none"> <li>To monitor and analyse the Pupil Premium children's behaviours for learning/effective learning engagement through termly use of PIVATs.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will establish and review base lines of children's performance for core areas, comprehension and EYS speaking and listening.</li> <li>Staff will review levels of engagement for our PMLD children.</li> <li>Identified children will be supported to overcome barriers to learning.</li> </ul>
<ul style="list-style-type: none"> <li>To improve the learning performance of the Pupil Premium children through effective teacher planning/evaluation of HPL hardworking (language of), resilience,</li> </ul>	<ul style="list-style-type: none"> <li>Identified children will be supported to overcome barriers to learning.</li> <li>PP children's resilience will be rebuilt through teacher's effective planning of HPL</li> </ul>

perseverance and automaticity learning opportunities.	resilience, empathetic learning and hardworking.
<ul style="list-style-type: none"> <li>For SLT monitoring formats to record the barriers faced by PP children, reporting on how these barriers are being overcome.</li> </ul>	<ul style="list-style-type: none"> <li>Identified children will be supported to overcome barriers to learning.</li> </ul>
<ul style="list-style-type: none"> <li>To improve the performance of PP children within reading, comprehension and language and communication through the effective deployment of EEF's recommended Accelerated Reader, the use of phonetically decodable books, the move towards a SSP (away from Letters and Sounds), NELI and NTP.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will establish and review base lines of children's performance for core areas, comprehension and EYS speaking and listening.</li> <li>Identified children will be supported to overcome barriers to learning.</li> <li>Enable children to access decodable books to support early success within reading.</li> </ul>
<ul style="list-style-type: none"> <li>To establish a PP mentoring system in school to maintain bonds between pupils and leaders, enabling adults to check in with pupils to ready them for learning tasks and raising the children's awareness of stage/age appropriate advocacy.</li> </ul>	<ul style="list-style-type: none"> <li>Through the use of a mentoring system; PP children to be more aware of their worth outside of the academic system and for leaders to see individual worth of PP children likewise.</li> </ul>

## 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: **£8000**

Activity	Evidence that supports this approach (EEF)	Challenge number(s) addressed
Whole school phonic training.	(EEF Literacy, KS1 guidance) <ul style="list-style-type: none"> <li>Use high quality structured interventions to help pupils who are struggling with their literacy</li> </ul>	1, 2, 3
Whole school reading training.	(EEF Literacy, KS1 guidance) <ul style="list-style-type: none"> <li>Use high quality structured interventions to help pupils who are struggling with their literacy</li> </ul>	1, 2, 3
Whole School Maths Training	Use high quality structured interventions to help pupils who are struggling with their Maths	1,2,3

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

Budgeted cost: **£57 395**

Activity	Evidence that supports this approach (EEF)	Challenge number(s) addressed
Continued use of Accelerated Reader  £2925 (yearly)	<ul style="list-style-type: none"> <li>Accelerated Reader appears to be effective for weaker readers as a catch-up intervention</li> <li>A well-stocked library with a wide collection of books banded according to the Accelerated Reader readability formula, and easy access to computers with internet connection, are the main requirements for successful implementation.</li> </ul>	1, 2, 3
Development of phonics through SSP (Little Wandle) (£3600)	<ul style="list-style-type: none"> <li>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that</li> </ul>	1, 2, 3

	<p>phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p>	
<p>Continuation of NELI £870</p>	<ul style="list-style-type: none"> <li>Research shows that oral language skills, the foundations of which are developed by age four, are strongly associated with children's literacy, numeracy and educational attainment. However, there exists a gap between the language skills of disadvantaged children and their more advantaged counterparts. Early intervention has great potential to narrow this gap, and the Nuffield Early Language Intervention has previously demonstrated considerable promise.</li> </ul>	1, 2, 3
<p>NTP  Training: 900 Wage for 1 day: £6975 (funds to be taken from Recovery Funding Allocation)</p>	<ul style="list-style-type: none"> <li>The National Tutoring Programme – Tuition Partners ('the TP programme') is designed to provide additional support to schools and teachers, to supplement classroom teaching, through subsidized, high quality tutoring for schools from an approved list of Tuition Partners. There are currently 33 quality assured Tuition Partners delivering both face-to-face and online tutoring across the country. It is targeted primarily at Free School Meal/Pupil Premium children, although all children are eligible to take part. Selected children will receive 15 hours of tutoring in a variety of subjects, although we expect most tutoring to occur in English and Maths.</li> </ul>	1, 2, 3
<p>Educational Psychologist £8000</p>	<ul style="list-style-type: none"> <li>Educational psychologists support schools and the local authority to improve all children's experiences of learning. They use their training in psychology and knowledge of child development to assess difficulties children may be having with their learning, progress within learning and social and emotional regulation.</li> </ul>	1,2,3
<p>Interventions – Harbour and Ark £18500</p>	<ul style="list-style-type: none"> <li></li> </ul>	1,2,3
<p>Teacher and Support Staff Intervention  £16 000</p>	<ul style="list-style-type: none"> <li></li> </ul>	1,2,3

IDL £7500	<ul style="list-style-type: none"> <li>There is research and evidence which suggests this programme can improve and assist learning with Numeracy. It allows pupils to gain confidence and improve self-esteem when approaching Mathematical concepts.</li> </ul>	1,2,3
Toe by Toe, £200	Toe by Toe is acknowledged as a <b>useful tool for children and adults affected by dyslexia</b> but whatever the nature of the reading difficulty, Toe By Toe will help. If a child or adult has difficulty decoding words and reading fluently, Toe By Toe will address this and help to make significant improvements.	1,2,3
Words First £200	Evidence suggests a structured approach ensures that word learning is broken down into small units Meaning and context are emphasised from the very beginning of the learning process.	1,2,3
Hornet £200	The programme is based on phonics and rules, central to which is the development of the ability to process sounds; particularly vowel sounds. Students of the Hornet will, from the beginning, develop the ability to identify vowel sounds from speech and express them graphically	1,2,3

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

Budgeted cost: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School funded attendance at Wrap Around Care  £2000	<ul style="list-style-type: none"> <li>Many schools in England offer breakfast provision for their pupils, and there are many reasons for doing so. Most importantly, breakfast provision helps ensure that no child has to learn when they're hungry.</li> <li>In November 2016, the Education Endowment Foundation (EEF) published an independent evaluation of school breakfast clubs, which found that a model of free, universal, before-school breakfast clubs was a cost-effective way of raising pupil attainment in primary schools.</li> </ul>	3, 4
Family Support Worker £5475	<ul style="list-style-type: none"> <li>Many schools offer the option of a family support worker who can offer emotional and practical support to families who are going through long or short-term difficulties.</li> </ul>	3,4



Uniform £500	<ul style="list-style-type: none"> <li>The Education Endowment Foundation has found evidence to suggest providing uniform for families who are struggling financially can benefit the likelihood of the pupils attending school.</li> </ul>	3,4
-----------------	---	-----

**Total budgeted cost: ££73,975**

### **Recovery Curriculum Funding:**

School to use the allocated amount of £3987 towards Maths interventions using the provider 'Catch Up Numeracy'. With the other half of the funding (£3987) be spent on decodable books (Speech Sound Pics) which are essential for early readers.

Total cost £3500

This will allow 500 hours of interventions over the course of this academic year. Training will be provided by Catch Up Numeracy with two Level 2 Teaching Assistants providing the 1:1 interventions.

Following the Catch Up Numeracy model, the pupil premium children selected will receive 2 x 15 minutes sessions per week working alongside the Maths Curriculum.

**Training: 975**

**Staffing costs: £3500**

**Total expenditure for Catch Up Maths and the phonics scheme: £7975**

**Remaining budget: £0.00**

## 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, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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*

<b>Programme</b>	<b>Provider</b>
IDL	IDL Group
Accelerated Reader	Pearson
Hornet	Word Wasp
Toe By Toe	Toe By Toe
Catch Up Numeracy	Catch Up Numeracy