



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	North Leigh CE Primary School
Number of pupils in school	182
Proportion (%) of pupil premium eligible pupils	12% (22 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2024-2025
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Elizabeth Mason Acting Headteacher & Pupil Premium Lead
Governor / Trustee lead	Rashi-Gandhi Dawson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 36,010
Recovery premium funding allocation this academic year	£3,045
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5,300
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	£44,355

Part A: Pupil premium strategy plan

Statement of intent

As is made clear in our school vision, we are committed to valuing everyone equally and as such, our aim is to ensure that our pupils are not disadvantaged as a result of their socio-economic context. We believe that with the correct support all pupils can achieve their full potential, as long as the provision meets their needs.

Our ultimate objectives

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world and their rights and responsibilities within it.

Our Context

Our school has low deprivation rates compared to the national average – however more recently we have seen a rapid increase in in-year transfers as families move into the new housing developments in the local area, with 27 children joining the roll since March 2020 (excluding those joining our reception class) and there has also been a doubling of children eligible for PPG since September 2019, with most of these children joining school between March 2020 and September 2021. As with many schools, during the period effected by the covid-19 pandemic, we have also seen a significant increase in the number of children who require social care, financial welfare and mental health support.

Achieving our objectives

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music

- Provide appropriate nurture support to support pupils in their emotional and social development.

Challenges

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

Challenge number	Detail of challenge
1	Baseline observation and assessment demonstrate that key skills (language and communication, phonics, early reading, writing and numeracy) are often at a lower level for pupils eligible for PP when they enter reception compared with non-disadvantaged pupils. This has been further impacted by partial closures of pre-school and school settings during the course of the pandemic.
2	Poor self-esteem and SEMH issues (these exacerbated for some by circumstances of pandemic) for some pupils eligible for PP means they lack resilience and independence, find learning focus difficult and needing additional support for emotional regulation.
3	Some pupils eligible for PP experience limited support for learning at home, have limited opportunities for first hand learning experiences or enrichment activities (exacerbated by partial closures of schools in response to pandemic) and have low aspirations when compared to their non-disadvantaged peers.
4	Welfare, emotional and mental health issues affecting families (exacerbated for some by circumstances of pandemic) impact on children's readiness to learn, parents abilities to support children and engage with school and pupil attendance.
5	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations (especially in writing and maths) and in increased referrals to support for ELSA provision in school and from external agencies linked to social welfare and mental health.

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
Improved key early literacy skills (inc. language and communication, phonics, reading, writing) and early number sense for	Pupils eligible for PP in Reception and KS1, make at least as much progress as non-PP pupils and vast majority of pupils achieve at

pupils in receipt of PP and other vulnerable learners	least ARE in EYFS, Phonics Check & KS1 SATs. (Evidence: progress and attainment data)
Improved self-esteem and support for SEMH issues and learning resilience of pupils eligible for PP (including higher ability pupils) leading to expected and better rates of progress	Pupils eligible for PP and other vulnerable learners engage positively with learning and develop resilience in approaching challenges and make progress at least in line with their non-PP peers. (Evidence: progress data) Nurture (ELSA) interventions and targeted emotional regulation and behaviour support enable successful reintegration into all aspects of school life including academic achievement. (Evidence: ELSA intervention evaluations, behaviour monitoring and attitude to learning scores; pupil voice, attendance records)
Additional support in school compensates for limits in support at home (inc. wider learning opportunities – Outdoor learning, global learning, trips, visits, sport and music opportunities) and KS2 pupils eligible for PP have aspirations for future careers and or further/higher education	Pupils eligible for PP make more rapid progress where necessary to diminish any difference due to disadvantage. They are supported to engage and are well represented in wider curriculum opportunities. They have aspirations linked to improved learning outcomes. (Evidence: progress and attainment data; pupil voice; club attendance records, sporting activity and visit records; pupil voice)
Welfare, social and mental health issues affecting families are addressed in partnership with school and other agencies as appropriate.	PP attendance rates in line with 'other' pupils. Engagement of parents of PP children in children's learning - attending open classrooms, assemblies, parent teacher evenings etc. (Evidence: pupil and parent voice; attendance records; records of parental engagement; reports linked to other agency involvement)
Enhanced in class, 1:1 and small group support (including tutoring) to help disadvantaged children address gaps in learning and build learning resilience	Pupils engage positively with learning and those eligible for PP make accelerated progress where necessary to diminish any difference due to disadvantage. They understand what they need to do to improve and are resilient when work poses challenges.

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: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Build on September 2021 introduction of Little Wandle Letters & Sounds Revised – with training for all teachers and TA's in EYFS & KS1 to secure stronger phonics teaching for all pupils.	EEF reports that: Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEF also records, in line with Reading Framework 2021, that teaching of phonics should be explicit and systematic and matched to current level of skill – all of which is supported by Little Wandle Programme.	1
Continue to address fluency of number skills with daily number sense sessions (begun Spring 2022) into Reception and KS1 classes	Research into early maths learning, including that cited by NRICH, recognises number sense as 'a conceptual framework of number information that enables a person to understand numbers and number relationships and to solve mathematical problems'. We believe teaching early number sense is key in supporting children develop confidence and fluency in later arithmetic teaching and hope it will close any gaps in learning which have occurred due to pandemic.	1
Continued development of reading for understanding and pleasure throughout school (in line with DfE Reading Strategy 2021) inc. use of high quality class texts linking English and topic learning and research and training for KS2 staff in whole class guided reading	EEF finds that reading comprehension strategies are high impact on average. Through explicit teaching of shared, high quality class texts and signposting children to reading for pleasure we want to support children develop a wide range of comprehension skills (inc. inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves) and provide appropriate context to practice the skills, desire to engage with the text and enough challenge to support continued improvement.	1 & 5
Continued development of PSHE curriculum (introduced September 2021) (inc. staff training) to promote social and emotional literacy, building resilience and nurturing	EEF toolkit suggests that social and emotional learning approaches have a positive impact. Though not always explicitly impacting on learning outcomes "Being able to effectively manage emotions will be beneficial to children and young people" We believe that a structured and progressive whole school approach to SEL will give children a	2

mental and physical health	good foundation in how to manage emotions and interact positively with others.	
Support for consolidating learning at home – continued use of Seesaw to enable easier setting of and access to key learning skills activities at home	EEF reports that the average impact of homework in primary schools is positive. However, it is important to make the purpose of homework clear to pupils and the quality of the task set appears to be more important than the quantity of work required from the pupil. We seek to offer little and often practice in key learning skills – phonics/spelling, reading and number skills – through our homework.	1 & 3

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

Budgeted cost: £10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective diagnosis of early reading, spelling, number difficulties through regular assessment & standardised testing to identify early those in need of enhanced provision or additional support	EEF Teaching and learning toolkit suggests that effective diagnosis of reading difficulties is important in identifying particular reading strategies and that these should then be taught explicitly and consistently. In this way children's reading abilities are extended and challenged appropriately and improved reading skills will impact positively in other areas of learning.	1 & 5
Establishment of NELI to improve children's language and early literacy skills where these are assessed to be weaker	EEF review of evidence suggests that oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment	1
Targeted interventions / strategies for specific pupils to address particular gaps in literacy learning inc. little and often in class support (phonics catch up, Nessy, Precision Teaching Snip) and individual and small group interventions provided by TAs or tutors in direct contact	EEF Teaching and Learning Toolkit states that small group tuition targeted at pupils' specific needs can support lower attaining learners or those who are falling behind and can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. We have found that using trained teaching assistants, familiar to children and who have direct contact with their teachers, provided better outcomes – this is in line with findings of EEF on deploying teaching assistants.	1 & 5

with class teachers (both within and outside the school day)		
Enhanced support for children in receipt of PPG to be able to access homework provision inc. IT support, additional resources, opportunities to complete homework at ASC, provision of class texts, targeted support for parents in assisting and positively engaging with learning at home.	EEF Teaching and Learning Toolkit suggests that homework has positive impact on average but suggests some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported. Homework is also a way to engage parents with their children's learning and parental engagement (the involvement of parents in supporting their children's academic learning) is consistently associated with pupils' success at school.	3

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support to improve self-esteem, SEMH and emotional regulation of pupils in receipt of PPG inc. Individual and small group ELSA interventions for children as necessary Whole class PSHE sessions linked to Mental Health & Wellbeing Class Specific Resilience Interventions Make Me Smile lunch club to support mental health resilience Daily improvement challenge linked to physical and mental well-being Archbishop of York's Young Leaders Programme Individual behaviour support plans and emotional regulation	SEMH needs are met through support from adults in school – Pastoral Lead and SENDCo. This provides 'strong social and emotional support strategies to help pupils in need of additional support' (NfER) EEF Toolkit reports: 'On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment... SEL programmes appear to be particularly beneficial for disadvantaged or low-attaining pupils.' Behavioural interventions linked to emotional regulation can also be of use to individuals - "There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal."	2 & 5

support in place as necessary Access to external agency intervention as appropriate		
Enhanced learning support and improved aspirations for children eligible for PPG inc. Before and After school club provision to support effective transitions into school in the morning and increased opportunities for learning after (e.g. 1:1 reading / homework support / access to computers in after school club). Support and encouragement provided to ensure that children are able to participate fully in all learning opportunities and extra-curricular activities on offer (e.g. music, outdoor learning, residentials, school visits, holiday clubs) Holiday Clubs offer subsidised spaces for children in receipt of full PPG.	EEF Teaching and Learning toolkit reports that though extending school time has a relatively low impact on outcomes it does conclude ' <i>There are also often wider benefits for low-income students, such as increased attendance at school, improved behaviour, and better relationships with peers.</i> ' and we believe that before school provision is especially effective in cueing children into good learning behaviours for the rest of the day and that both before and after school care help to promote attendance. Though EEF Teaching and Learning Toolkit suggests the overall impact of sports or arts participation on academic achievement tends to be positive but low. Being involved in extra-curricular activities may increase attendance and retention and is likely to have wider health and social benefits. Additionally, studies of adventure learning interventions consistently show positive benefits on academic learning along with an impact on non-cognitive outcomes such as self-confidence. The evidence suggests that the impact is greater for more vulnerable students.	3
Whole staff training on supporting children with SEMH issues, how these impact on behaviour and how outcomes for these children can be improved	EEF states evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective, on average.	2
Wider support from children and families through work of identified Pastoral Lead in school. Pastoral Lead role streamlines communication with and support for families and in liaising more effectively with external agencies as appropriate.	We are continually seeking ways to improve outcomes for all of our children. Developing the role of Pastoral Lead role school ensures that children in receipt of PPG and other vulnerable children will have a champion to monitor their progress and challenge and support staff in improving outcomes for these children. We see this as part of the 'clear and responsive leadership' regarded as important by NfER in relation to pupils eligible to PP and that – ' <i>High performing primary schools, in particular, employed</i>	4 & 5

Pastoral Lead in supports vulnerable groups and their families in school: Young Carers Children with SEMH Service Children and Families Pastoral Lead maintains up to date knowledge of how to maximise outcomes for vulnerable learners via training and engagement with support services	<i>a dedicated member of staff to provide outreach and support for parents and families...this aligns with existing research which suggests an association with schools engagement with parents and their performance.'</i> (School Cultures and Practices: Supporting the Attainment of Disadvantaged Pupils Aug 2018)	
Work to improve punctuality and attendance rates. Pastoral Lead monitors punctuality and attendance and follows up quickly on patterns in lateness and absences. First day response provision. Pastoral Lead and HT work proactively to ensure attendance rates improve where these are low (use of attendance contracts, EHA's, engaging external attendance and engagement services)	We can only improve attainment and outcomes for children if they are actually in school. NfER briefing for school leaders identifies addressing attendance as a key step. We are aware that attendance rates have been negatively impacted during the pandemic and that this is disproportionately true for disadvantaged children and have regard to DfE Improving School Attendance document.	4

Total budgeted cost: £40,500

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 2021 to 2022 academic year.

2021-2022

Children eligible for pupil premium made on average progress in line with their peers from September 2021 to July 2022. However, losses in learning in 2019-2020 and 2020-2021 meant that they were still performing less well, on average, in reading, writing and maths when compared with their non-disadvantaged peers.

July 2022	Children working at or above ARE	
	Pupil Premium	All Children
Reading	61.9	79.8
Writing	47.6	69.0
Maths	71.4	81.5

July 2022	Children achieving at least expected progress	
	Pupil Premium	All Children
Reading	85.7	76.8
Writing	78.6	81.2
Maths	92.2	84.8

This is disappointing as average attainment for children in receipt of PPG has shown close parity with average attainment for all children in two years prior to September 2019 – especially in reading and maths – and it is our conclusion that partial closures of school during the pandemic and an influx of children eligible for PPG via in year transfers means that we now have to work again on these children making accelerated progress in order to close the attainment gap. 2021-2022 saw the attainment gap diminish in writing and maths but there is still much more to do to return to pre-Covid parity between all children and those in receipt of PPG.

This academic year continued to be impacted by higher than pre-Covid pupil absence for all groups, including vulnerable learners: some COVID related absence, some recurrence of illness as children had decreased immunity to the usual coughs and colds, and some unauthorised holidays taken during term time.
(attendance rates for children in receipt of PPG was 91%).

Attendance Rates	All Children	Pupil Premium	Service	SEND
December 2020	97%	96%	97%	96%
July 2021	93%	88%	95%	86%
July 2022	95.2%	91%	96.2%	EHCP 91.6% non EHCP 93.4%

There is an improving picture from July 2021 for all attendance groups, although PPG children's attendance continues to lag behind the attendance rates of all children by approx 4%. Lower attendance rates for children in receipt of PPG continues to be a concern at the start of 2022-2023 and we are working closely with families (and where necessary external agencies to improve this) with the offer of a parent contract and / or a Strengths and Needs Assessment.

Nevertheless, there were positive outcomes as a result of our pupil premium activity last year and these included:

- 5 out of 6 children in receipt of PPG passed the Autumn Phonic check in 2021, with two of the children making accelerated progress from Working Below ARE in reading at the end of EYFS and another child being an in-year transfer during 2021-2022
- NELI intervention was provided for 3 PPG children in Reception and 3 PPG children in Year 1 (one left mid-year). Despite this intervention starting later in the year than anticipated due to high levels of staffing absence Autumn 2021, the two Year 1 children achieved expected progress from their starting points in Reading, Writing and Maths. (Measurable progress was less successful for Reception children – impacted by reduced regularity of intervention time available).
- Standardised testing continues to be used to good effect to identify children in need of additional support and of these children:
 - 85.7% made good or better progress in reading, 71.4% made good or better progress in writing and 78.6% made good or better progress in maths
- Continuing with the use of Seesaw for homework has meant regular engagement has remained positive, providing an accessible tool for parents to gain confidence helping their child at home
- School holiday clubs 2021-2022 were available for at least part of every holiday last year with subsidised places available for children in receipt of PPG.
- Children in receipt of PPG have also had access to necessary IT resource to support learning at home and received additional learning resources/financial support to facilitate full engagement in the wider curriculum inc. sport, music, trips, workshops and residential.

- Pastoral Lead role has meant that school has engaged proactively and positively with a wide variety of external agencies inc. Locality and Community Support, Social Workers, MASH, SAFFA, DV support workers, Food Banks, Health Visitors, GPs and Paediatricians to bring about positive outcomes for specific children and families.
- Transitions for vulnerable learners between classes and schools have been well managed and children and families are supported effectively in this process.

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
N/A	N/A

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?	Service pupil premium allocation part funds our Pastoral Lead who works to support service families by: • Supporting service families and children when they transition into school • Holding lunches for children of Service families • Offering individual ELSA / Nurture support for service children when referred by parents or teachers • Regularly checking in with families when parents are on deployment and employing resources such as Little Troopers when appropriate • Working in partnership with SAFFA military social workers in support of individual families Service children are also prioritised for school clubs and extra-curricular opportunities in recognition that they need to establish connections.
What was the impact of that spending on service pupil premium eligible pupils?	Attendance of service children was in line with overall attendance Teachers report service children settle quickly on arrival to school

	Individual children and families saw positive outcomes to difficult situations as a result of the school engaging support form external agencies, including military services.
--	--

Further information (optional)

This strategy should be read in conjunction with Catch Up Funding Report 2021-2022 (as there is some obvious overlap)