



Pupil premium strategy statement – St Leonard’s CE(A) First school 2022 2023

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	33
Proportion (%) of pupil premium eligible pupils	6.0%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 to 2025
Date this statement was published	March 2023
Date on which it will be reviewed	March 2024
Statement authorised by	Mrs Kelly Stanesby – Executive Headteacher
Pupil premium lead	Mrs Kelly Stanesby – Executive Headteacher
Governor / Trustee lead	Reverend Jane Held – Co Chair of Governors Mrs Sue Hey – Co Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£3637PP £2410 LAC
Recovery premium funding allocation this academic year	£2000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
<i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	

Part A: Pupil premium strategy plan

Statement of intent

Specifically, the funding will be used to sustain teaching assistant hours and to enable pupil premium pupils to have quality learning time with the class teacher. This will enable all English and Mathematics lessons to continue to be taught in small focused groups and for focused interventions to be carried out which will benefit pupil premium pupils. There are interventions such as precision teaching for reading fluency and spelling and Maths facts across the school and other specific interventions. Our pupil premium strategy incorporates a strong focus on partnerships with parents and families and providing a support network with timely intervention where needed.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations, and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development have been affected by the partial school closures during COVID19.
2	Pupils entering the EYFS lacking personal hygiene skills impacting on their learning time in the classroom and social integration.
3	Pupils unable to self-regulate and manage emotions in an age appropriate way.
4	Pupils achieve well by the end of KS2 but fail to convert to a greater depth standard due to gaps in prior knowledge.
5	Pupils vocabulary is limited due to a lack of exposure to the wider world, this in turn impacts on their ability to comprehend and read fluently.
6	Pressures on families meaning family time is limited affecting child nurture and development. Parents require high quality wrap around child care which contributes to pupil development.

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
Continuous monitoring of child's learning journey to ensure if there are any changes to the child's learning level they are targeted with personal interventions from teaching staff.	Vulnerable pupils will make good progress from their starting points.
To ensure fallen behind children receive a targeted high quality intervention.	Analysis of interventions will show they have had a positive impact and helped accelerate learning progress.
Pupils and families with identified social, emotional or health needs are well supported by school staff so that needs are removed or alleviated.	Staff to identify and support families and children to alleviate barriers to learning. Identified children are invited to Drawing and Talking therapy. Vulnerable pupils maintain positive attitudes to learning and are happy and settled with no dips in progress.
School will deliver an engaging, broad and varied curriculum.	Teachers and support staff will plan a wide range of learning experiences to inspire and enhance learning. Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day. Curriculum assessments show that pupils gain knowledge and skills vocabulary appropriate to their age.

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: £ 0.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
NA – All funding allocated to Teaching Assistant		

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

Budgeted cost: £ 7894.86

Activity	Evidence that supports this approach (Education Endowment Foundation)	Challenge number(s) addressed
<p>Targeted, structured interventions, one to one (Recovery premium) with teachers.</p> <p>Regular Core skills assessments</p> <p>Implementation of Maths Mastery approach.</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments.</p>	2 and 4
<p>Speech and language therapy. Interventions to support language development.</p> <p>Activities and resources to meet their specific needs.</p>	<p>Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum.</p>	5

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

Budgeted cost: £ 895.14

Activity	Evidence that supports this approach (Education Endowment Foundation)	Challenge number(s) addressed
<p>Breakfast club and after school club wrap around care extended 7.30am until 6pm.</p> <p>Provided by school staff and ASM sports coaches.</p>	<p>There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance.</p> <p>Programmes of extended school are more likely to foster academic benefits when clearly structured,</p>	3 and 6

	linked to the curriculum and led by well-qualified and well-trained staff.	
Drawing and Talking: Supporting pupils' social, emotional and behavioural needs.	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions.	1
Use of see-saw online learning platform and reward phonecalls home to engage parental partnerships.	Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools. There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.	6

Total budgeted cost: £ 8790

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2022 pupil outcomes data shows that there were no significant differences between the attainment and the progress of disadvantaged pupils in comparison to other pupils. Individual programmes of intervention and support have resulted in positive progress learning journeys for all pupils. Funding in 2022/3 will be used to sustain this.

Disadvantaged pupils have accessed the full offer of educational visits, extra-curricular visits and residential trips through use of pupil premium.

Where needed school uniform has been provided to support families.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A

The impact of that spending on service pupil premium eligible pupils