

# Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

## School overview

Updated information for academic year 2022-23 is in purple.

Updated information for academic year 2023-24 is in blue.

Detail	Data
School name	William Leech C of E Primary School
Number of pupils in school	140 (2YO to Y6) 2021-22 142 (2YO to Y6) 2022-23 131 (2YO to Y6) 2023-24
Proportion (%) of pupil premium eligible pupils	54.5% (60/110 pupils) 2021-22 58.9% (66/112 pupils) 2022-23 62.9% (68/108 pupils) 2023-24
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	November 2021 Updated December 2022 Updated December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	
Pupil premium lead	Amy Thompson
Governor / Trustee lead	Liz Dunn

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,856.06 £91,410.00 £113,033.00
Recovery premium funding allocation this academic year	£8,504.66 £9,570.00 £10,296.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£6,321.24 £0

	£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	<b>£97,681.96</b> <b>£100,980.00</b> <b>£123,329.00</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At William Leech C of E Primary School our intention is for **all** pupils to enjoy 'life in all its fullness' and let their light shine. We aim to support the needs of all vulnerable pupils, regardless of whether they are disadvantaged or not. In order to achieve this we aim for all children to make good progress from their starting points across all areas of the curriculum. We also aim to remove barriers so that all children have equal access to opportunities and activities.

We encourage **all** children to be good communicators and aim to develop vocabulary and communication skills across all areas of the curriculum. This is particularly important for our disadvantaged pupils who have lower starting points in communication than non-disadvantaged children.

We want **all** children to be active and inquisitive readers and place high importance on all children having access to a wide range of reading materials. We aim for all children to be fluent readers by the end of Key Stage 1 in order that they can develop their interests independently across the curriculum through use of our classroom Enquiry books and our school library.

In mathematics we aim to challenge **all** children through problem solving activities and encourage them to explore their reasoning behind different methods. Our aim is for children of all backgrounds to develop resilience to allow them to access and relish challenges.

Our strategy is based on high-quality teaching and assessment, where knowledge gaps are identified quickly and strategies enable children to catch up to age related expectations. In addition to this strategy in classrooms, additional small group tuition will be provided for identified pupils through existing staff and the National Tutoring Programme. Further support for children to improve emotional wellbeing and remove barriers for engagement will also be in place in order to ensure that all children are able to fully engage in all areas of school life.

## Challenges

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

Challenge number	Detail of challenge
1	Absence rates are currently higher than previously seen in school and that recorded nationally. Nationally in state funded primary schools, absence for the Autumn term was 4.3% in 2019-20.

2	Pupils struggle to apply knowledge to new context, in numeracy this means standards in reasoning are disproportionately low when compared with arithmetic
3	Standards in early reading are lower than previously achieved, meaning a greater number of pupils entering key stage 2 having not passed a phonics screen and fewer pupils in key stage 1 currently on track to pass.
4	The pandemic has impacted pupils to different degrees, internal data has identified pupils in all year groups that are significantly behind their pre-Covid attainment measure.
5	When children join William Leech primary, many are below age related expectations and have poor language, communication and social skills. A higher than average number receive support from SALT.
6	Social and emotional wellbeing requires more support than in previous years. Disadvantaged children are more likely to require this support.
7	Disadvantaged children are less likely to attend enrichment opportunities due to their emotional wellbeing or lack of appropriate clothing/equipment.

## 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																				
Absence rates will reduce, comparable to 2019 rates and national benchmarks for both disadvantaged and non-disadvantaged pupils.	<p>The rate of absence for disadvantaged pupils will reduce to no more than 7%, based on termly analysis in 2021-22, with the long term aim of being no more than 4.3% by 2023-24.</p> <p>Rate of absence by term:</p> <table> <tr> <td>Autumn 2021-22</td> <td>8.1%</td> </tr> <tr> <td>Spring 2021-22</td> <td>8.8%</td> </tr> <tr> <td>Summer 2021-22</td> <td>12.6%</td> </tr> </table> <p>Rate of absence for academic year 2021-22 was 9.6%.</p> <table> <tr> <td>Autumn 2022-23</td> <td>8.0%</td> </tr> <tr> <td>Spring 2022-23</td> <td>11.0%</td> </tr> <tr> <td>Summer 2022-23</td> <td>13.2%</td> </tr> </table> <p>Rate of absence for academic year 2022-23 was 10.5%.</p> <table> <tr> <td>Autumn 2023-24</td> <td>8.7%</td> </tr> </table> <p>The gap between disadvantaged pupils and their peers will reduce to 0.5% by 2023-24.</p> <p>Gap between disadvantages pupils and their peers by term:</p> <table> <tr> <td>Autumn 2021-22</td> <td>1.1%</td> </tr> <tr> <td>Spring 2021-22</td> <td>0.6%</td> </tr> <tr> <td>Summer 2021-22</td> <td>3.6%</td> </tr> </table>	Autumn 2021-22	8.1%	Spring 2021-22	8.8%	Summer 2021-22	12.6%	Autumn 2022-23	8.0%	Spring 2022-23	11.0%	Summer 2022-23	13.2%	Autumn 2023-24	8.7%	Autumn 2021-22	1.1%	Spring 2021-22	0.6%	Summer 2021-22	3.6%
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	<p>The gap between disadvantaged pupils and their peers for academic year 2021-22 was 1.3%.</p> <p>Autumn 2022-23                      2.8%</p> <p>Spring 2022-23                        6.5%</p> <p>Summer 2022-23                      8.9%</p> <p>The gap between disadvantaged pupils and their peers for academic year 2022-23 was 5.6%.</p> <p>Autumn 2023-24                      2.7%</p>
<p>Pupils experience a greater range of reasoning activities, based on a range of CPD opportunities for staff. As a result attainment in reasoning will increase, particularly for disadvantaged pupils.</p>	<p>End of KS2 assessments will show 66.7% of disadvantaged pupils achieving the expected standard in maths for the 2021-22 assessments, with 22.2% achieving GDS.</p> <p>In 2021-22 KS2 assessments show 67% of disadvantaged pupils achieved the expected standard in Maths. 11% achieved GDS.</p> <p>In 2022-23 KS2 assessments will show 57.1% of disadvantaged pupils will achieve the expected standard in Maths, with 7.1% achieving GDS.</p> <p>In 2022-23 KS2 assessments show 50% of disadvantaged pupils achieved the expected standard in Maths. 7% achieved GDS.</p> <p>In 2023-24 KS2 assessments will show 55.6% of disadvantaged pupils will achieve the expected standard in Maths, with 11.1% achieving GDS.</p> <p>In 2022-23 children in Reception – Y3 will use stem sentences in reasoning answers through regular delivery of the NCETM Mastering Number programme.</p> <p>The NCETM Mastering Number programme is well established and will continue to be delivered in Reception and Y1/2 in 2023-24. Children use stem sentences as part of their reasoning answers.</p>
<p>Improved reading attainment, in particular disadvantaged pupils in year 1 to 3.</p>	<p>The proportion of disadvantaged pupils passing the 2021-22 phonics screen are at least:</p> <p>72.7% in Year 1 (statutory data) (8/11 pupils)</p> <p>2021-22 outcome 70% (7/10 pupils)</p> <p>77.8% in Year 2 (statutory data) (7/9 pupils)</p> <p>2021-22 outcome 90% (9/10 pupils)</p> <p>85.7% in Year 3 (internal data) (6/7 pupils)</p> <p>2021-22 outcome 100% (8/8 pupils)</p> <p>The proportion of disadvantaged pupils passing the 2022-23 phonics screen are at least:</p> <p>92% in Year 1 (statutory data) (11/12 pupils)</p> <p>2022-23 outcome 100% (12/12 pupils)</p> <p>90% in Year 2 (statutory data) (9/10 pupils)</p> <p>2022-23 outcome 100% (11/11 pupils)</p> <p>90% in Year 3 (internal data) (9/10 pupils)</p> <p>2022-23 outcome 80% (8/10 pupils)</p>

	<p>The proportion of disadvantaged pupils passing the 2023-24 phonics screen are at least:  66.7% in Year 1 (statutory data) (6/9 pupils)  100% in Year 2 (statutory data) (12/12 pupils)  100% in Year 3 (internal data) (10/10 pupils)</p> <p>End of KS2 assessments will show 44.4% of disadvantaged pupils achieving the expected standard in reading for the 2021-22 assessments, with 22.2% achieving GDS.  In 2021-22 KS2 assessments show 67% of disadvantaged pupils achieved the expected standard in Reading. 11% achieved GDS.</p> <p>In 2022-23 KS2 assessments will show 66.7% of disadvantaged pupils will achieve the expected standard in Reading, with 13.3% achieving GDS.  In 2022-23 KS2 assessments show 64% of disadvantaged pupils achieved the expected standard in Reading. 7% achieved GDS.</p> <p>In 2023-24 KS2 assessments will show 66.7% of disadvantaged pupils will achieve the expected standard in Reading, with 11.1% achieving GDS.</p> <p>Attainment at both expected standard and GDS will increase by 2024.</p>
<p>The pupils most impacted by the pandemic will be supported to make as much progress as possible towards their pre-Covid attainment standard.</p>	<p>The progress of pupils in receipt of focused tuition will make significant progress, closing the gap to their prior attainment figures.  A number of case studies of children targeted with Covid recovery funding in 2021-22, made significant progress to close their attainment gap.</p> <p>End of primary assessment will show a significant improvement on assessments following school closures and Covid disruption.</p> <p>Sustain and embed improvements in attainment, attendance and parental engagement.</p> <p>Pupils will be identified for individual and small group support during data catch up conversations. Priority children for reading, writing and maths will also be identified.</p>
<p>Pupils who have difficulties in speech, language and communication will receive additional support to make as much progress as possible.</p>	<p>Pupils with speech, language and communication difficulties will be identified as early as possible and a clear, bespoke strategy implemented.  Will continue in 2023-24.</p>

<p>A whole school approach to Oracy will lead to increased opportunities for speaking and listening for all children.</p>	<p>Children will have increased confidence and will be more willing to take part in speaking and listening activities. Children will report increased confidence in wellbeing pupil voice.</p> <p>Will continue in 2022-23. Will continue in 2023-24.</p> <p>In 2022-23 all classrooms have discussion guidelines in place and children refer to these during lessons.</p> <p>Discussion guidelines are part of classroom expectations in 2023-24.</p> <p>Oracy is named on the 2023-24 development plan as an area for development. Teaching staff will plan specific oracy activities in lessons. The school literacy lead is participating in the 'North of the Tyne' Voice 21 project in 2023-24.</p>
<p>Pupils who require support in social and emotional wellbeing will have access to individual and small group interventions. Thrive will be used as a whole school approach to improve pupil wellbeing.</p>	<p>Sustained high levels of wellbeing shown in wellbeing pupil voice.</p> <p>Pupils identified as requiring support for social and emotional wellbeing have undertaken an individual Thrive assessment and bespoke intervention is in place. Staff have received relevant training in how to implement actions on Thrive intervention plans.</p> <p>Pupils will be identified for individual and small group interventions. This will be clearly identified in the intervention timetable in 2023-24.</p>
<p>Increased numbers of disadvantaged pupils engaging in enrichment activities.</p>	<p>100% of disadvantaged pupils will take part in enrichment activities, including after school and lunch time activities.</p> <p>Will continue in 2022-23. Will continue in 2023-24.</p> <p>In 2021-22 and 2022-23 100% of disadvantaged pupils took part in at least one enrichment activity, including enrichment educational visits, after school activities, lunch time activities, sports festivals and young leadership training.</p> <p>In 2023-24 we will publish our cultural offer which lists experiences we pledge to give all children. Disadvantaged children will be prioritised and places subsidised.</p>

## 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 for 2021-22: £18,204

Budgeted cost for 2022-23: £18,818

Budgeted cost for 2023-24: £22,983

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD focusing on reasoning &amp; enabling strategies for all year groups, from early years to year 6.</p>	<p>‘The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective’</p> <p>‘These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content.’</p> <p><a href="#">Link to evidence</a></p> <p>‘It is important to give feedback when things are correct – not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies.’</p> <p><a href="#">Link to evidence</a></p>	<p>2</p>
<p>Development of numeracy concrete resources to enable pupils to access reasoning and problem solving skills and support understanding.</p>	<p>‘Manipulatives (physical objects used to teach maths) and representations (such as number lines and graphs) can help pupils engage with mathematical ideas.’</p> <p><a href="#">Link to evidence</a></p>	<p>2</p>
<p>Continued development of stock of phonically matched reading books for early readers.</p>	<p>‘The teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).’</p> <p><a href="#">Link to evidence</a></p>	<p>3</p>



Continued development of Enquiry classroom books and school library in order to raise attainment in reading for Key Stage 1 and 2 children.	<p>'Teach specific strategies that pupils can apply to monitor and overcome barriers to comprehension. These include:</p> <ul style="list-style-type: none"> <li>• prediction (based on text content and context);</li> <li>• questioning;</li> <li>• clarifying;</li> <li>• summarising; and</li> <li>• activating prior knowledge.</li> </ul> <p>Texts should be carefully selected to support the teaching of these strategies.'</p> <p><a href="#">Link to evidence</a></p>	4
A whole school Oracy approach will increase opportunities for speaking and listening across the curriculum.	<p>'Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.'</p> <p><a href="#">Link to evidence</a></p>	5

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

Budgeted cost for 2021-22: £44,106

Budgeted cost for 2022-23: £45,596

Budgeted cost for 2023-24: £50,687

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition, including daily phonics catch up sessions.	<p>'Small group tuition has an average impact of four months' additional progress over the course of a year.'</p> <p><a href="#">Link to evidence</a></p>	4
Homework for upper key stage 2 pupils to support in school teaching and the transition to secondary school	<p>'Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.'</p> <p><a href="#">Link to evidence</a></p>	2, 4
SALT TA employed by William Leech primary school to provide one to one and small group intervention.	<p>'Language provides the foundation of thinking and learning and should be prioritised.'</p> <p><a href="#">Link to evidence</a></p>	5

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

Budgeted cost for 2021-22: £35,372

Budgeted cost for 2022-23: £36,566

Budgeted cost for 2023-24: £49,659

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and home school link officer employed at a trust level for primary phase.	<p>‘Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education.’</p> <p><a href="#">Link to evidence</a></p>	1
ELSA/Thrive TA employed by William Leech primary school to provide one to one and small group intervention. Thrive Lead will work with teaching staff to complete whole class Thrive assessments and write action plans.	<p>‘Establish school-wide norms, expectations and routines that support children’s social and emotional development.’</p> <p><a href="#">Link to evidence</a></p>	6
<p>Pupil voice will be used to inform the enrichment offer. Priority places will be given to disadvantaged children.</p> <p>The need for additional clothing/equipment will be kept to a minimum or provided by the school and costs will be subsidised.</p>	<p>‘Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.’</p> <p><a href="#">Link to evidence</a></p> <p>‘There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.’</p> <p><a href="#">Link to evidence</a></p>	7

**Total budgeted cost for 2021-22: £97,681.96**

**Total budgeted cost for 2022-23: £100,980.00**

**Total budgeted cost for 2023-24: £123,329.00**

## 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.

William Leech C of E Primary School was a new school for September 2021 and therefore does not have a previous plan to review.

#### Academic year 2021-22:

- The attendance gap between disadvantaged children and their peers remained the same (1.1%) as this time last year.
- At the end of KS2, 67% of disadvantaged children achieved EXS+ in Maths. 11% achieved GDS.
- At the end of KS2, 67% of disadvantaged children achieved EXS+ in Reading. 11% achieved GDS.
- At the end of KS2, 67% of disadvantaged children achieved EXS+ in Writing. 22% achieved GDS.
- In Year 1 70% of disadvantaged pupils achieved the expected standard in the phonics screen.
- In Year 2 90% of disadvantaged pupils achieved the expected standard in the phonics screen.
- In Year 3 100% of disadvantaged pupils achieved the expected standard in the phonics screen.
- Small group tutoring has led to a number of children making significant progress and closing their attainment gap.
- Disadvantaged children are given priority when selecting children for intervention or small group tutoring.
- All classrooms have discussion guidelines in place. Children can describe what good listening looks like.
- 100% of pupils took part in at least one enrichment activity, including enrichment educational visits, after school activities, lunch time activities, sports festivals and young leadership training.

#### Academic year 2022-23:

- The attendance gap between disadvantaged children and their peers increased by 4.3% between 2021-22 and 2022-23.
- At the end of KS2, 50% of disadvantaged children achieved EXS+ in Maths. 7% achieved GDS.
- At the end of KS2, 64% of disadvantaged children achieved EXS+ in Reading. 7% achieved GDS.
- At the end of KS2, 57% of disadvantaged children achieved EXS+ in Writing. 7% achieved GDS.
- In Year 1 100% of disadvantaged pupils achieved the expected standard in the phonics screen.
- In Year 2 100% of disadvantaged pupils achieved the expected standard in the phonics screen.
- In Year 3 80% of disadvantaged pupils achieved the expected standard in the phonics screen.
- Small group tutoring has led to a number of children making significant progress and closing their attainment gap, particularly in phonics.
- The NCETM mastering number programme is well established for children in Reception and Years 1-3 and children use stem sentences when answering reasoning questions.
- Concrete resources are available for all children to support them with reasoning activities.
- Disadvantaged children are given priority when selecting children for intervention or small group tutoring.

- All classrooms have discussion guidelines in place. Children can describe what good listening looks like.
- 100% of pupils took part in at least one enrichment activity, including enrichment educational visits, after school activities, lunch time activities, sports festivals and young leadership training.

## 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	

