

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023/2024 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	Old Leake Primary Academy
Number of pupils in school	185
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024/2025
Date this statement was published	September 2023
Date on which it will be reviewed	December 2023, April 2024, July 2024
Statement authorised by	Vicki Hardwick
Pupil premium lead	Vicki Hardwick
Governor / Trustee lead	Clare Willerton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,785
Recovery premium funding allocation this academic year	£9,280
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	£111,065

Part A: Pupil premium strategy plan

Statement of intent

We aim for all disadvantaged pupils to achieve their full potential socially, emotionally and academically and achieve academically inline with their peers, which increases life chances and opportunities. We are continually developing a curriculum which will provide what we believe will support every pupil in our academy to succeed and thrive in today's society, especially our most vulnerable.

Our disadvantaged strategy identifies the challenges that this group of pupils' face and provides clear strategies to overcome and support these. The whole staff team have a shared vision that all pupils, whatever their background and situation, will have their needs met and have access to an inclusive, knowledge and skills filled curriculum.

Our strategies aim to provide:

- Quality first teaching & learning for all pupils
- For there to be no significant gap between the achievement and progress of all pupils.
- Good progress and outcomes for all pupils
- A range of CPD for all staff that positively impacts on provision, attainment, progress, pastoral and behaviour.
- High quality, modern teaching and learning resources, including ICT.
- 1-1 support and intervention where required.
- A range of experiences and enrichment opportunities.
- Opportunity to develop life skills to support their future success through a curriculum which is both relevant and fun.
- A strong sense of community, collaboration and respect – within the academy and beyond the school environment.
- A strong partnership between parents and the academy team.
- A strong partnership between our academy and outside agencies with knowledgeable staff who can signpost parents confidently.

The details of the plan are outlined below.

Challenges

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

Challenge number	Detail of challenge
1	Pupils require additional support to achieve their potential - academically, socially and emotionally.
2	Our pupil premium group of pupils (and families) often have other complex needs and challenges – we use the term 'multiple disadvantage' to describe this. The impact of having significant and multiple disadvantages is clear for this large group of pupils.
3	Our data shows that progress made for some disadvantage pupils was below expected in reading, writing and maths. We aim for all pupils to leave our academy ready for the next stage of their learning journey.

4	Our attendance data is inline with national data (despite Covid) but the pupil premium data is lower than their peers so remains a focus.
5	Special educational needs: 37% of our children on the special educational needs register are also in receipt of pupil premium making the children doubly disadvantaged.

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
PP pupils to make good progress and diminish/close the attainment gap from their starting point.	<ul style="list-style-type: none"> - Internal data and pupils' learning outcomes reflect the strong progress that they have made. - Target setting discussions with teachers sets ambitious targets for pupils. - Termly pupil progress and intervention planning meetings have impacted on the focused provision for pupils. - Pupils have been well supported in all lessons and receive a range of additional support to diminish/close the attainment gap. - Quality first teaching is good or better and pupils have made strong progress – evidenced in their books and through pupil discussions. - A range of interventions are used to support the specific needs of pupils, including: phonics, 1:1 reading, PiXL, Little Wandle. - Parents feel well supported in being able to work with their children at home and confident enough if they are unsure, to ask.
Pupils will develop knowledge, skills and experiences that will support their future lives - providing them with self-belief and ambitious aspirations.	<ul style="list-style-type: none"> - Pupils to benefit from a well sequenced curriculum that focuses on key knowledge and skills. This is remembered and will support their future ambitions. - Pupils to enjoy a range of experiences that have enhanced their learning and promoted a greater awareness of their locality and the wider world. - Pupils have an increased ambitions for the future and can verbalise these, linking to their awareness of the skills they will require.
Pupils are well supported academically, socially and emotionally – resulting in being ready for the next stage of their learning journey.	<ul style="list-style-type: none"> - Pupils have self-belief and desire to achieve.

	<ul style="list-style-type: none"> - Pupils enjoy a range of teaching styles and manipulatives to help them along their learning journey. - Pupils are sociable and interact positively with others. - Pupils have benefited from the emotional support that they have received and can use the strategies taught to self-regulate and remain calm. - Pupils are aware of their strengths and areas of focus – this helps them to be independent in their continued emotional development. - The Mental Health Support Team and other agencies where appropriate have worked with staff to identify pupils who require additional, specific support.
Pupils to have good attendance and punctuality.	<ul style="list-style-type: none"> - Pupils have reached the national benchmark of 96% - as a cohort and individual. - Where attendance has been a challenge, this has been well supported and, as a result, has improved. - Parents have engaged with the Academy and understand the importance of strong attendance.

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: £70,904.16

Activity	Evidence that supports this approach	Challenge number(s) addressed
To maintain a teaching structure of one year group classes which supports disadvantaged pupils within the academy with their quality first teaching and smaller class sizes.	Targeted, teacher lead intervention groups within classrooms. High quality modelling. Cost :£47,039.44	1
Training sessions for all staff, in all year groups, focusing on AfL, appropriate challenge and lesson structure.	Research based methods of teaching and learning and quality assessment. Cost:£10,300	1,2,3,4,5

To continue to embed the changed to teaching and learning made this year.		
To release Senco for one extra day a week from class to focus on supporting teachers with the disadvantaged/doubly disadvantaged pupils	EEF and research based methods for teaching and learning. £13,564.72	1,2,3,5

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

Budgeted cost: £25,591.84

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To maximise progress for all in both phonics and reading – ensuring children are reading regularly both at home and school.</p> <ul style="list-style-type: none"> - staff training, especially to new CTs, to ensure specific skills are taught through daily phonics/ reading sessions. - The use of Pixl and the training which is around that intervention. <p>Encourage parental engagement, especially with phonics reading.</p>	<p>EEF</p> <p>Cost to include consultancy at £375 per day: £3366.84</p>	1,2,3,5
<p>To further enhance the learning provision and progress.</p> <ul style="list-style-type: none"> - Access to quality resources (White Rose) - Staff training on assessment for learning strategies. - Specific group interventions to address gaps in learning – QLAs to inform, alongside daily teacher assessment. - The use of Pixl to identify quickly gaps in learning and for 	<p>Research based teaching EEF quality intervention.</p> <p>Cost of interventions, including Pixl and the launch of the No Outsiders initiative for PSHE: £16,780</p> <p>Cost of trips (including family trips) and enhancement opportunities for learning: £5445.</p>	1,2,3,5

these gaps to be quickly addressed. - Launch of PSHE initiative no Outsiders.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £14,569

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offer free access to our breakfast club to ensure a positive start to the day. To provide reduced costs of wrap around care for pupil premium pupils.	Magic Breakfast based on research EEF +2 Cost: £3500	3
To provide specific pastoral support to identified pupils, including where English is an additional language.	Cost: £5469	4, 5
To ensure attendance for all disadvantaged pupils is 96% and above.	Cost: £2800	4
To provide swimming sessions and water safety lessons for all children from nursery to year six.	Cost: £2800	5, 1

Total budgeted cost: £111,065

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 2022/2023 academic year. Overall this is a much more positive picture than the previous year. We look forward to building on this success in the 2023/2024 academic year.

In our reception data this year, our disadvantaged pupils outperformed their peers who are not disadvantaged, with 83% of disadvantaged pupils achieving GLD. This however will remain a focus for next year, whilst building on the successes of the previous year.

Old Leake Primary Academy		% of pupils achieving GLD	# of pupils achieving GLD
24	All	67%	16
6	Disadvantaged	83%	5
18	Not Disadvantaged	61%	11

In year two, the gap between our disadvantaged and non-disadvantaged pupils is below the national figure, and broadly inline with each other in both writing and the combined figure.

		Reading		Writing		Maths		Combined	
		% of pupils EXP or higher	# of pupils EXP or higher	% of pupils EXP or higher	# of pupils EXP or higher	% of pupils EXP or higher	# of pupils EXP or higher	% of pupils EXP or higher	# of pupils EXP or higher
21	All	71%	15	67%	14	71%	15	67%	14
8	Disadvantaged	63%	5	63%	5	63%	5	63%	5
13	Not Disadvantaged	69%	9	62%	8	69%	9	62%	8

In year six our external data shows that in all subjects, including the combined figure, the gap between our disadvantaged and non-disadvantaged pupils is significantly less than that nationally of (18% reading, 19% writing and 20% maths.)

31	All	68%	21	71%	22	71%	22	65%	20
15	Disadvantaged	60%	9	67%	10	67%	10	60%	9
16	Not Disadvantaged	69%	11	81%	13	75%	12	69%	11

Internal data analysis shows us clearly where the gaps between disadvantaged and non-disadvantaged children are and these are pivotal to this academic years plan.

Analysis of funding used:

	Expected income:	Actual income received:
Pupil Premium	£84,485	£93,287
Recovery premium	£0	£9715
Carry forward	£6921	£6921
Total:	£91,406	£109,923
Expected expenditure.	Actual expenditure.	
Teaching	£41,632	£60,772
Targeted academic support	£5,435	£4,782

Wider strategies	£44,369	£44,369
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