

Leasowe Primary School Pupil Premium Statement 2022-23

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	Leasowe Primary School
Number of pupils in school	267
Proportion (%) of pupil premium eligible pupils	180 (68%)
Academic year/years that our current pupil premium strategy plan covers	2021/22 to 2024/25
Date this statement was published	
Date on which it will be reviewed	July 2023
Statement authorised by	Claire Hill, Headteacher
Pupil premium lead	Claire Hill
Governor / Trustee lead	Sue Tyler- Ross Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 205,785
Recovery premium funding allocation this academic year	£ 22,330
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	£228,115

Part A: Pupil premium strategy plan

Statement of intent

At Leasowe Primary School, our intention is for every child to succeed, irrespective of their background, starting point or barriers faced. The focus for our Pupil Premium strategy is to support our most disadvantaged children as they journey towards that end goal, promoting progress for all, despite their academic profile.

We continually consider the challenges faced by our most vulnerable children such as those whose family are in Social Care and those who are themselves young carers. As far as we consider the needs of our most vulnerable pupils, equally we intend to support all children whether or not they are vulnerable.

Quality first teaching and learning is at the heart of all that we do at Leasowe Primary School with real focus placed upon areas in which disadvantaged pupils require the most support such as Cultural Capital opportunities.

In order to achieve the best outcomes from our PPG, we apply the EEF's recommended Tiered Planning Model to target provision in the following areas:

- **Quality First Teaching** – enhancing the quality of teaching through: high impact staff professional development; curriculum prioritisation and embedding whole class, well-evidenced high impact teaching approaches:
- **Targeted academic support** –targeted use of well-evidenced high impact interventions, based on high quality assessments, to support pupils in 'catching up.' Interventions will be explicitly linked to classroom learning and will use systems for effective feedback to ensure a coherent learning experience.
- **Wider support** – these strategies will focus upon 'levels to attainment' including enhancing positive mental health and emotional well-being, embedding learning

behaviours and social and emotional learning, improving attendance and punctuality and supporting families.

Challenges

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

Challenge number	Detail of challenge
1	Low starting points in terms of language development and oral language skills.
2	Greater difficulties with phonics which can negatively impact upon early reading.
3	Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged children.
4	The mental health, social communication and wellbeing of our disadvantaged children have been impacted by partial school closure during the pandemic to a greater extent to other children.
5	Attendance below 90% for identified pupils in receipt of PPG
6	Limited access to equipment, experiences and enrichment opportunities.

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
<p>1. Increased rates of progress from starting points for children new to F2 and Y1 focusing on Communication and Language,</p>	<p>From baseline assessments, disadvantaged children and children with English as an additional language make good progress and achieve in all areas and accelerated progress if they have started below that of their peers.</p>
<p>2. New Early Reading Scheme successfully embedded</p> <p>All staff members have successfully completed phonics training</p> <p>Children become more self-motivated readers. This will result in improved outcomes and diminish the difference.</p>	<p>Outcomes for PP children are in line with Wirral and National counterparts for reading and phonics and any gap between non-PP children has been diminished</p>
<p>3. Regular interventions support children's progress and attainment and address gaps in learning as a result of COVID. Small group maths tuition in place.</p> <p>Sufficient time is allocated to staff development. Staff use evidence based, whole class teaching interventions.</p>	<p>Disadvantaged children to achieve at least National Average Progress score in maths</p> <p>Children that had gaps in learning following COVID will have made significant progress.</p>

<p>4 School staff and professionals are successfully able to engage with and support families facing challenges School staff are able to work closely with parents on mental health and well-being programmes</p>	<p>Positive mental health and well-being advice and support is available for all. Parents' questionnaires and Pupil Voice responses are positive</p>
<p>5 Attendance policy and procedures ensure effective and timely response to absenteeism Parents engage with LA attendance officer, school Family Liaison Officer and school attendance officer which in turn improves attendance and readiness to learn</p>	<p>Improved attendance of disadvantaged pupils to be in line with national counterpoints/Leasowe NPP Whole school attendance will be at least in line with national counterparts</p>
<p>6. A carefully planned programme of visits and visitors broadens our curriculum and creates opportunities for our PP children. Wide programme of extracurricular activities throughout the year, providing a range of experiences for PP pupils to access.</p>	<p>A range of visitors and visits support children's understanding of society and learning is enhanced. Funding or a lack of equipment is not a reason for PP pupils to not access activities.</p>

Activity in this academic year 2022-23

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: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First teaching for all pupils to narrow the gap between PP and non-PP children.</p> <p>Ensure all relevant staff (including new staff) have received training and moderation training to deliver reading, writing and mathematics effectively</p>	<p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF guide to the Pupil Premium</p> <p>Sutton Trust – quality first teaching has direct impact on student outcomes. https://www.suttontrust.com/wpcontent/uploads/2019/12/2teachers-impact-report-final-1.pdf</p> <p>“Evidence consistently shows the positive impact that targeted academic support can have.”</p>	<p>1,2,3</p>

<p>Ensure all relevant staff (including new staff) have received paid-for training to deliver phonics effectively so that there is rapid catch up and progress</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading</p>	<p>1,2</p>
<p>Cluster/collaborative projects and release time for designated staff to attend training and cluster meetings.</p> <p>Sufficient time is allocated to staff development.</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/467855/DFE-RR466 - School improvement effective school partnerships.pdf</p>	<p>1,2,3,4</p>

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

Budgeted cost: £ 79,115

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Bespoke programmes of support developed to meet individual needs</p> <p>Talk about Town Speech and Language Service to develop children’s language through targeted interventions and support of teachers. This also provides support with the SEND referral process.</p>	<p>Complement high quality teaching with carefully selected small-group and one-to-one interventions. “Evidence consistently shows the positive impact that targeted academic support can have.”</p> <p>EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1,2,3,4</p>
<p>Establish small group maths/English interventions for disadvantaged pupils falling behind age-related expectations offering a bespoke basic skills intervention in conjunction with B Squared curriculum</p>	<p>We want to provide extra support to improve attainment. Small group interventions with highly qualified staff have been shown to be effective, as identified by the EEF Toolkit. (+4 months)</p> <p>See: Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) ‘Schools should use structured interventions with reliable evidence of effectiveness’ and use them with ‘fidelity’. Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	<p>2,3</p>
<p>Encouraging wider reading and providing catch-up in mathematics – typically an area of weakness</p>	<p>Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement and greater outcomes. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining</p>	<p>1,2,3</p>

	<p>pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</p>	
<p>Level 3 TA to lead intervention support in KS1</p> <p>4 level 2 TAs to offer a basic skills curriculum for children experiencing significant barriers to learning</p> <p>3 level1 TAs to provide Wave One support for children with barriers to learning</p>	<p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4</p>

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

Budgeted cost: £ 119,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Introduce new reading scheme to develop reading</p>	<p>Reading for pleasure can have a positive impact on Mental Health and wellbeing</p> <p>https://www.cambridge.org/elt/blog/2018/09/27/readaxation-reading-pleasure/</p>	<p>1,2,4</p>

<p>for pleasure and improve comprehension skills</p>	<p>Using high quality texts will ensure that all children have access to quality literature. https://clpe.org.uk/system/files/CLPE%20Reading%20for%20Pleasure%202021_0.pdf</p> <ul style="list-style-type: none"> • Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011) <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p>	
<p>Improving attendance and readiness to learn for the most disadvantaged pupils</p> <p>In house attendance officer to support families to address persistent absence alongside family liaison officer.</p> <p>Local Authority attendance Officer will hold fortnightly surgeries in school to discuss attendance with families causing concern.</p>	<p>“Interventions may well be one part of an effective Pupil Premium Strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour.” The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Embedding principles of good practice set out in the DfE’s Improving School Attendance advice. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>Attendance data – data shows that pupils with higher attendance make the most progress due to increased opportunities for overlearning and access to the curriculum. https://schoolleaders.thekeysupport.com/pupils-and-parents/absenceand-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment</p>	<p>1,2,3,4,5,6</p>
<p>Engaging the families facing most challenges</p> <p>Signposting families for support.</p> <p>Utilising the skills of the Family Liaison Officer to</p>	<p>EEF guidance reports research for schools and teachers with recommendations to support parental engagement in children’s learning. https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/supporting-parents</p>	<p>4,5,6</p>

<p>support and guide families through difficulties. Offering support to vulnerable families facilitated through school as directed by IFD</p>	<p>Indicators of successful participation in school include consistent attendance, academic achievement, and aspirations for continuing education beyond high school. https://nces.ed.gov/pubs95/web/95741.asp</p>	
<p>Promoting and supporting positive mental health and well-being using the Rest Easy Programme. Working closely with parents on mental health and well-being programmes</p> <p>School trips and extra-curricular activities partially or wholly subsidised</p> <p>Continued use of the two school minibuses to support extra curricular, Cultural Capital opportunities.</p>	<p>Positive mental health and well-being strategy development through the school https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/metacognition</p> <p>Equality of Opportunity. See Social Mobility Commission https://www.gov.uk/government/publications/extended-services-subsidy-pathfinder-in-schools-evaluation</p>	<p>4,5,6</p>

Total budgeted cost: £ 228,115

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.

Desired Outcome	Review																			
<p>1. Increased rates of progress from starting points for children new to F2 and Y1 focusing on Communication and Language</p>	<p>Phonics training supported staff with early language development</p> <table border="1" data-bbox="1126 539 2056 826"> <thead> <tr> <th></th> <th>Leasowe PP</th> <th>Leasowe NPP</th> <th>Wirral PP</th> </tr> </thead> <tbody> <tr> <td>Listening & Attention</td> <td>92%</td> <td>88%</td> <td>68%</td> </tr> <tr> <td>Understanding</td> <td>92%</td> <td>88%</td> <td>72%</td> </tr> <tr> <td>Speaking</td> <td>100%</td> <td>100%</td> <td>72%</td> </tr> </tbody> </table>					Leasowe PP	Leasowe NPP	Wirral PP	Listening & Attention	92%	88%	68%	Understanding	92%	88%	72%	Speaking	100%	100%	72%
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<p>New Early Reading Scheme successfully embedded</p> <p>All staff members have successfully completed phonics training</p> <p>Children become more self-motivated readers. This will result in improved outcomes and diminish the difference.</p>	<p>Introduce Accelerated Reader which has a greater emphasis on comprehension. Children are assessed using an online test to generate their ZPD and an online comprehension quiz. Evidence from teachers indicates previously reluctant readers and enthusiastic and the competitive element and the subsequent celebration in assemblies has proved popular with the children.</p> <p>The EY team attended Phonics CPD at a local school which they shared with Leasowe staff. Mentoring and coaching was provided for staff who needed additional support to improve confidence with delivery.</p>																			
<p>3. Regular interventions support children's progress and attainment and address gaps in learning as a result of COVID. Small group maths tuition in place.</p>	<p>TAs across the primary phase delivered targeted interventions to address gaps in learning. Children struggling to access the age</p>																			

<p>Staff use evidence based, whole class teaching interventions. Children that had gaps in learning following COVID will have made significant progress.</p>	<p>related curriculum received a bespoke curriculum using B Squared. Staff ongoing assessments and entry and exit data indicate steady progress.</p>																		
<p>4. School staff and professionals are successfully able to engage with and support families facing challenges</p> <p>School staff are able to work closely with parents on mental health and well-being programmes</p>	<p>The Family Liaison Officer developed weekly coffee mornings for parents who were able to discuss concerns/support required.</p> <p>Rest Easy continues to be embedded and supports identified children in need of help. This can be through small group/1:1. Rest Easy Advocates also support in the playground</p>																		
<p>5. Attendance policy and procedures ensure effective and timely response to absenteeism Parents engage with LA attendance officer, school Family Liaison Officer and school attendance officer which in turn improves attendance and readiness to learn</p>	<p>There will be a new Attendance Policy for the start of 2022-23</p> <table border="1" data-bbox="1115 627 2072 790"> <thead> <tr> <th></th> <th>All pupils</th> <th>PP</th> <th>Non PP</th> <th>LA</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>2021-22</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		All pupils	PP	Non PP	LA	National	2021-22											
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<p>6. A carefully planned programme of visits and visitors broadens our curriculum and creates opportunities for our PP children. Wide programme of extracurricular activities throughout the year, providing a range of experiences for PP pupils to access.</p>	<p>The new school mini bus facilitated visits to many areas of interest to enhance the curriculum. Weekly visits to a trampolining centre supported the PE curriculum and provided wider opportunities for the children to develop their skills.</p>																		

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.