

Pupil premium strategy statement 2021/22

School overview

Metric	Data
School name	Old Leake Primary School
Pupils in school	193
Proportion of disadvantaged pupils	35.2 %
Pupil premium allocation this academic year	£65560
Academic year or years covered by statement	2021/22
Publish date	July 2021
Review date	July 2022
Statement authorised by	Susan Rayner
Pupil premium lead	Susan Rayner
Governor lead	Emma Barton

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-0.4
Writing	-0.1
Maths	-0.2

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2 RWM	50%
Reading	50%
Writing	60%
Maths	50%
Achieving high standard at KS2 RWM	10%
Reading	10%
Writing	10%
Maths	20%

Measure	Activity										
<p>Priority 1 To narrow the attainment gap between disadvantaged and non-disadvantaged pupils</p>	<p>Ensure all relevant staff have received paid for training to deliver the "Little Wandle" scheme effectively. Delivered by Equate English Hub and Little Wandle directly to ensure that disadvantaged pupils obtain the required attainment outcomes against their peers nationally based on the Phonics Check.</p>										
<p>Priority 2 For all disadvantaged pupils in school to make or exceed nationally expected progress rates.</p>	<p>Work with the English Hubs to ensure all progress scores for disadvantaged pupils are in the positive range at the end of KS2 in Reading and Writing.</p>										
<p>Barriers to learning these priorities address</p>	<p>Attainment on entry to school is below national average and in some instances, significantly below</p> <p>Poor language acquisition due to limited experiences in early childhood</p> <p>Parental engagement with school and children's learning is inconsistent</p> <p>limited perseverance, resilience and aspiration</p> <p>Behaviour i.e. pupils with specific social and emotional needs which impact on learning</p> <p>High prevalence of additional needs amongst pupils eligible for pupil premium</p>										
<p>Projected spending</p>	<table border="1" data-bbox="563 1361 1238 1637"> <thead> <tr> <th></th> <th>£</th> </tr> </thead> <tbody> <tr> <td>Maths tuition</td> <td>1983</td> </tr> <tr> <td>Intervention (HC)</td> <td>8908</td> </tr> <tr> <td>Training</td> <td>4000</td> </tr> <tr> <td>Total Projected Spend</td> <td>14891</td> </tr> </tbody> </table>		£	Maths tuition	1983	Intervention (HC)	8908	Training	4000	Total Projected Spend	14891
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Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	July 2022
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	July 2022

Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0)	July 2022
Phonics	Achieve national average expected standard in PSC	July 2021
Other	Ensure attendance of disadvantaged pupils is above 95%	July 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1 Reading/phonics	<ul style="list-style-type: none"> To ensure that the new Phonic Reading Scheme (little Wandle) is monitored closely and pupils making below expected progress are identified in Pupil Progress Meetings Target disadvantaged pupils using in house data and provide additional staffing for Y1-3 reading groups To monitor the Reading in KS2 and ensure regular reading opportunities are being seen and that children are given appropriate books To celebrate the reading breadth with a weekly Reading To create a welcoming and positive reading environment in each class, the library and the entrance hall. To analyse summative assessment data and identify the children who require catch up To embed understanding and knowledge through a thematic approach To promote a love of reading throughout school
Priority 2 To ensure summative end of KS2 results are at, or exceed, national expectations for progress	<ul style="list-style-type: none"> To increase capacity of adults in every YG from Rec to Y6 to provide a more favourable staff to pupil ratio, resulting in positive progress gains To upskill support staff with appropriate approaches and pedagogy to teaching interventions To identify pupils who may require more targeted support on a daily basis
Barriers to learning these priorities address	<ul style="list-style-type: none"> Pupils have been working remotely for a considerable time over the past 6 months, some being affected by class bubbles isolating and all bar the key workers being at home during lockdown Pupils basic emotional and social needs may not be currently met and thus mean they are not in a position to make accelerated progress Learning behaviours at lunchtime may need developing due to long periods of self isolation

Projected spending		£
	Ey/KS1 Books	3000
	Additional TAs in afternoon	28173
	Intervention by pastoral lead	14862
	Total Projected Spend	46035

Wider strategies for current academic year

Measure	Activity	
To improve the mental health and well-being of all children post lockdown	<ul style="list-style-type: none"> • Purchase a new PSHE scheme • AS to provide well-being support to pupils 	
Priority 2 To enhance pupils' cultural capital by providing a breadth of experiences	<ul style="list-style-type: none"> • To ensure the curriculum is balanced and carefully sequenced, and the Creative Curriculum allows opportunities for cultural development • To allow all disadvantaged children a free residential in Y6. • To allow pupils to partake in visits, both virtually and in school, which build on skills and knowledge from curriculum lessons and adapts to current restrictions caused by #Covid19 • To have themed curriculum days to deepen children's understanding of specific topic areas 	
Priority 3 To work reactively with families and provide bespoke support	<ul style="list-style-type: none"> • To allocate a contingency fund, in light of #Covid19, to support current pupils and those who are new to school. This may be on additional interventions or additional adult support from AS 	
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Poor attendance, including the impact of #Covid19 • Ensure targeted children attend breakfast club and have access to AS 	
Projected spending	Learning Behaviour and attendance 0.5 FTE	£ 14862
	50% Y6 Residential Costs	1500
	Trip subsidies	1000
	Total Projected Spend	17362

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow staff high quality Professional Development	Use of twilight sessions. Cover for the SLT on a weekly basis

	delivered by the Maths and English Hubs.	All subject Leaders to be released for half a day every half term – cover provided
Targeted support	Ensuring there is enough time each week for school maths and English leads to support staff and/or pupils	Built in release time for Core subject leads
Wider strategies	Engaging the families facing the most challenges Ensuring all children in Y3 to Y6 has a trip/residential	Working closely with other agencies to support families with challenges Attending FOOLS meetings, presenting list of requests

Review: last year's aims and outcomes

Aim	Outcome			
To close the attainment gap between pupils who are in receipt of the Pupil Premium and those who are not	Attainment			
		Reading	Writing	Maths
	Y1 pp	75	75	75
	Y1 non PP	77	71	76
	Y2 pp	0	0	60
	Y2 non PP	30	25	66
	Y3 pp	57	29	43
	Y3 non PP	65	35	65
	Y4 pp	67	0	67
	Y4 non PP	64	48	83
	Y5 pp	50	40	60
	Y5 non PP	63	31	42
	Y6 pp	70	60	80
Y6 non PP	86	80	73	

TOTAL PROJECTED SPEND	£78288
School to top up through donations. And main budget share Donation amount:	Approx. £2000 from PTA