

Pupil premium strategy statement 2021/22

Lever Edge Primary Academy

School overview

Detail	Data
School name	Lever Edge Primary Academy
Pupils in school	421
Proportion (%) of pupil premium eligible pupils	28% (116 pupils)
Pupil premium allocation this academic year	£156,020.00
Academic year or years covered by statement	2021/22
Publish date	September 2021
Review date	Ongoing review – termly
Statement authorised by	Board of Trustees
Pupil premium lead	Kelly James
Governor lead	Farina Khan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£156,020.00
Recovery premium funding allocation this academic year	£16,820
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	£2,911,763

Part A: Pupil premium strategy plan

Statement of intent

Our plan has been carefully designed to stimulate engagement, broaden horizons, develop skills, improve performance, facilitate participation, raise aspirations and maximise achievement in order to close the attainment gap between our Pupil Premium students and their peers. COVID-19 catch-up has also been taken into account when planning how best the funding can be utilised.

In making provision for pupil premium children, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognised that not all pupils who are socially disadvantaged are registered for, or qualify for free school meals. Therefore, we reserve the right to allocate the pupil premium funding to support any pupil the school has legitimately identified as being socially disadvantaged.

This funding is used to provide many support systems and interventions. These fall into four categories:

- Addressing and assessing learning needs: phonics, spelling, grammar and reading comprehension, taught in flexible ability groups
- Addressing and assessing educational need through specialist assessment and individualised pupil programmes (both for educational and behavioural purposes).
- Addressing and assessing social need to enable tackling of non-academic barriers to success in school: accessing support, when needed, for families via school based bespoke programmes such as health mentoring, support with school uniform or other suitable clothing, transport costs to ensure pupils get to school or providing food through the Breakfast Club and food hampers.
- Providing enrichment to encourage learning and set a context for it: trips and visits, visitors, sports, art and practical, first-hand experiences

EEF Research

Teaching: Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for Pupil Premium Spending.

Targeted Academic Support: Evidence consistently shows the positive impact targeted support can have, especially for those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium Strategy.

Wider Strategies: Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Challenges

The information below details the key challenges to achievement that we have identified amongst our pupils.

Detail of challenge	
Challenge Number	In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)
1	Some PP premium children have low prior attainment, in some cases resulting from gaps in schooling.
2	Increasing number of children entering school with specific additional needs including cognitive and physical needs.
3	Weaknesses in learning behaviours, e.g. lack of independence or resilience.
4	Social, emotional and behavioural problems affecting wellbeing and progress.
5	Lack of aspiration which limits access to learning and expectation of what they expect to and believe they can achieve.
6	Poor attendance
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
7	Parental involvement; engagement with children's learning, supporting at home with reading and homework & supporting parents with their own learning/understanding.
8	Narrow vocabulary and oracy - often due to EAL. Limited access to high quality reading material outside of school.
9	Lack of first-hand experiences (some as a result of Covid/school closures) beyond the classroom

Intended Outcomes

Intended Outcome	Success Criteria
Priority 1 – Good progress <i>Teaching</i>	All pupil premium children, whatever their prior attainment, make at least expected progress, with some of those whose attainment is below age related expectations starting to catch up. To close the GLD gap between disadvantaged and non-disadvantaged pupils within EYFS
Priority 2 - Additional needs are supported effectively <i>Targeted Academic Support</i>	Children with additional needs are supported effectively through the school's SEND practice, with recognition of and support for any additional factors that pupil premium children face
Priority 3 - Improved learning behaviours <i>Wider Strategies</i>	Improvements in the learning behaviours demonstrated by targeted pupil premium children are evident through pupil interviews and reports from class teachers.
Priority 4 – Improved Attendance <i>Wider Strategies</i>	Improve attendance of all pupils (particularly of disadvantaged pupils and those causing concern) so overall school attendance is 96% or greater.
Priority 5 - More first-hand experiences <i>Wider Strategies</i>	Pupil premium children targeted to access 'wow' experiences, supported by funding from the PPG budget and evidenced through pupil discussions, attendance rates for visits and 'wow experiences' for PPG pupils.

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Activity	Tasks and Evidence that supports this approach	Challenge number(s) addressed
<p>Priority 1 – Teaching</p> <p>To improve basic skills in English and Maths so that they can be applied independently across the curriculum</p>	<p>Provide all staff with high quality CPD to support with the provision of quality first teaching. To include Team Teach Training and training to deliver the new phonics scheme effectively.</p> <p>Rationale – Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. The Sutton Trust 2011 report, revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.</p>	1, 2, 8
Projected spending	£15,000	

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

Activity	Tasks and Evidence that supports this approach	Challenge number(s) addressed
<p>Priority 2 – Targeted Academic Support</p> <p>To plan and deliver high quality intervention support for disadvantaged pupils in Reading, Writing and Maths</p>	<p>Led by the SENCO, Tutor and the most senior TA in the school, identified groups/individuals are given academic support (Interventions) with time limited, specific, measurable targets to work towards in English and Maths</p> <p>Continue with targeted NELI intervention within EYFS to improve language and early literacy skills.</p> <p>SENCO to undertake accredited Dyslexia Training.</p> <p>Rationale - Small group tuition is found to be effective in closing gaps in knowledge and understanding. This to be addressed immediately after gap analysis.</p>	1, 2, 8
<p>Priority 1 and 2 – Encourage wider reading</p>	<p>Enhance the current reading provision within school to encourage a love of reading, including creating reading environments that enable willing, avid and thoughtful readers.</p> <p>Parent open mornings to support understanding of phonics and early reading.</p> <p>Rationale: The development of children's reading skills and comprehension is intertwined with the need to nurture a love of books and reading to create lifelong readers. The ability to read is essential in</p>	1, 4, 7, 8

	children's educational success and mental wellbeing. The National Literacy Trust's research has shown that there can be few things as powerful as regularly reading to and with a young child. It has astonishing benefits for children: comfort and reassurance, confidence and security, relaxation, happiness and fun.	
Projected spending	£109,507	

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

Activity	Tasks and Evidence that supports this approach	Challenge number(s) addressed
Priority 3 – Provide healthy nutritious breakfast and snacks to meet pupil needs across the school community	<p>Healthy breakfast for all pupils across school</p> <p>Promote healthy lifestyles and exploration of food to increase variety of diets</p> <p>Increase opportunities for meaningful communication led by pupil needs/ wants/ motivators</p> <p><i>Rationale – Without breakfast, studies show that children become irritable, tired, and restless, unable to complete tasks or listen to instructions.</i></p>	1, 3, 4
Priority 3 – Support for parents	<p>Behaviour Support Service to provide training and support, for staff and parents, to help children with controlling their difficult behaviour</p> <p>Uniform items provided for pupils where a need is identified – including PE kit. Where necessary, help families financially to ensure they can get their children to school.</p> <p>Safeguarding (including online), English, Maths, mental health and wellbeing training sessions provided by specialist outside providers/ staff in school to specifically address parental need.</p> <p><i>Rationale – A parent's role in a child's life has far-reaching impact. Parental involvement is extremely important and Studies continue to indicate that a <u>parent's role in children's learning</u> is critical to their academic achievement. Getting them on board and supporting them, as necessary, is key to overcoming some of the potential barriers.</i></p>	3, 4, 7

<p>Priority 3 - Health and Wellbeing counselling training for SENCO</p>	<p>SENCO to undertake the Anna Freud Senior mental health lead training.</p> <p>Identify and support the health and wellbeing of stakeholders.</p> <p>Rationale - Good mental health is an important part of healthy child development. It helps children build positive social, emotional, behaviour, thinking and communication skills.</p>	<p>4</p>
<p>Priority 4 – To improve attendance, particularly of disadvantaged pupils and those causing concern</p>	<p>Pastoral lead to address any issues of poor attendance and punctuality. The lead will also be on hand to offer advice and support to identified families on behalf of the school and support with emotional health and wellbeing.</p> <p>Encourage improved attendance of pupils by praising and rewarding good attendance.</p> <p>Rationale – Children who are settled in school are far more likely to demonstrate good learning behaviours and learn well.</p>	<p>1, 3, 4, 6, 7</p>
<p>Priority 5– More first-hand experiences to enhance learning opportunities</p> <p>Re-establish extracurricular opportunities for all children– focusing on wellbeing, speaking & listening & outdoor learning.</p>	<p>Subsidised trips, visitors and theatre visits/visitors to support curriculum delivery and enhance learning opportunities</p> <p>Broaden life experiences and opportunities through attendance at a range of clubs. The money will be used to provide resources, rewards, transport etc. as required.</p> <p>Provide all pupils with specialist, high quality music provision</p> <p>Rationale – Like many of us, children learn best through action rather than instruction – that’s why first-hand experiences are so vital to early development. Children thrive on the exploration and discovery that shapes their knowledge and understanding of how and why things work – it encourages critical thinking, teamwork, and problem-solving skills.</p>	<p>3, 4,5, 9</p>
<p>Projected spending</p>	<p>£56,329.</p>	

Total budgeted cost: £180, 836

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development.	Ensuring enough time is given over to allow for staff professional development.
Targeted support	Ensuring enough time to provide catch up support for small groups in their identified areas of weakness.	Ensuring enough time to provide catch up support, for small groups, in their identified areas of weakness.
Wider strategies	Finding successful strategies to engage reluctant or hard to reach parents	Working closely with targeted pupils and parents / carers to increase engagement Work with Pastoral Lead to improve attendance

Part B: Review of outcomes in the previous academic year

NB: Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. During the 2020 to 2021 academic year, standardised teacher administered tests and diagnostic assessments were used.

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
Teams	Microsoft
Class Dojo	Y Combinator's Ed-tech
LBQ (Additional Licenses)	Learning by Questions
Accelerated Reader Renewal	Accelerated Reader Renaissance
Supersonic Phonics	Lucas Consultancy
Purple Mash	2simple
Reading Planet	Rising Stars

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?	N/A

Pupil premium strategy - self-evaluation

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Aim	Outcome
<p>Improved attainment and progress in Reading, Writing and Maths</p>	<p>Summer 2021 School Teacher Assessment data/ SATs: Year 6 demonstrated good attainment in Reading and Maths compared to previous National outcomes but percentages were lower in writing Reading: 75% ARE (57% PP ARE) Writing: 47% ARE (39% PP ARE) Maths: 75% ARE (65% PP ARE) Disadvantaged pupils still working below non-disadvantaged pupils at ARE Expected progress was positive across English and Maths and disadvantaged pupils were above or in line with their peers. Reading: 97% (96% PP) Writing: 65% (74% PP) Maths: 99% (100% PP) Accelerated progress was also very positive in both reading and maths.</p>
<p>Improve attendance by pupils causing concern</p>	<p>No significant improvement in attendance due to issues around the continued covid-19 pandemic however remained above national figures and still compared favourably to previous years Greater involvement of all SLT made to target families causing concern and monitor attendance especially of online learning Reward system for best class attendance (Not individual due to COVID related factors) reinstated and shared through assemblies</p>

PUPIL PREMIUM EVALUATION 2020/2021

PUPIL PREMIUM SUPPORT	SUMMARY
Pastoral Support:	<p>New pastoral lead to be recruited to address any issues of poor attendance and punctuality. The lead will also be on hand to offer advice and support to identified families on behalf of the school and support with emotional health and wellbeing. Plus, support children and parents of those returning to school after school closures. Children who are settled in school are far more likely to demonstrate good learning behaviours and learn well.</p> <p>JB (Pastoral Lead) worked alongside the headteacher to follow up on attendance concerns. Vulnerable children settled back into school and were supported as & when needs arise. Children know who to speak to and feel heard. Safeguarding and pastoral issues are swiftly managed. Parents contacted whose children were isolating, due to bubble closures, those parents were supported with food deliveries, dropping off Covid testing kits and home visits were made when children were uncontactable. All children not attending during the lockdown were contacted when not attending online lessons. Average attendance online 92%.</p> <p>Attendance 2020-21 was 94.5% and of disadvantaged children it was 94.7%. In 9 out of 14 classes attendance of disadvantaged pupils was higher than their non-disadvantaged peers.</p>
Small Group Interventions:	<p>Led by the SENDCO and the most senior TA in the school, identified groups are given time limited, specific, measurable targets to work towards in Literacy and Numeracy. Small group tuition is found to be effective in closing gaps in knowledge and understanding. This to be addressed immediately after gap analysis.</p> <p>Each year group had an allocated Intervention Team member to carry out small group tuition.</p> <p>BC and GC providing both 1:1 and small group across KS1.</p> <p>SENDCO overseeing the work of intervention team including purchasing new resources, identifying pupils with additional needs and offering support to the team. Groups were kept fluid to best close gaps in learning. Pupil progress meetings and data identified those making progress or not making sufficient progress.</p>

<p>Enrichment Activities:</p>	<p>Subsidised trips, visitors and theatre visits/visitors to support curriculum delivery and enhance learning opportunities (once guidance allows).</p> <p>When trips and visitors were not allowed, we accessed a 'virtual' pantomime and puppet show. Classes used online resources, where possible, to enhance and enrich learning.</p> <p>The Forest school was utilised much more to enable us to still provide some first-hand opportunities, as appropriate.</p> <p>Trips and visitors took place in the Summer Term with every class managing to access either a trip out or a visitor into school.</p>
<p>Extra-Curricular Clubs</p>	<p>Broaden life experiences and opportunities (once guidance allows) at a range of clubs. The money will be used to provide resources, rewards, transport etc. as required.</p> <p>Some after school clubs resumed within bubbles, in the Summer Term but unfortunately limited attendance at these.</p>

PUPIL PREMIUM SUPPORT	SUMMARY
Uniform Provision and access to transport costs	<p>Uniform items provided for pupils where a need is identified - including PE kit. Where necessary, help families financially to ensure they can get their children to school.</p> <p><i>We have been supporting families as they become identified including helping one family to attend school and providing additional food parcels/supermarket vouchers.</i></p>
Resources and Training for Parents	<p>Safeguarding, English and maths, mental health and wellbeing training sessions provided by specialist outside providers.</p> <p><i>Not viable as unfortunately we were unable to have visitors into school.</i></p>
Behaviour Management Support	<p>Behaviour Support Service to provide training and support, for staff and parents, to help children with controlling their difficult behaviour.</p> <p><i>BSS have worked with some of our families remotely and will continue to provide support and guidance as necessary for identified</i></p>
Breakfast Club	<p>A Breakfast Club, free of charge is offered to identified pupils.</p> <p><i>Breakfast club was open but unfortunately we had a much lower number of up take than previous years.</i></p> <p><i>We secured additional Breakfast funding which enabled us to provide every child in school with a warm, toasted bagel on arriving. This was really amazing as it ensured no child started the day on an empty tummy!</i></p>
Extended Music Provision	<p>Including funding for gifted and talented pupils and pupils in our 2 and 3 year old nurseries. (See EYFS Pupil Premium Funding).</p> <p><i>Music Lessons fully resumed for every class across school including in both nurseries. A full range continued to be taught including djembe drums, steep pans, clarinets, percussion and samba.</i></p>
Health and Wellbeing	<p>Health and Well-being day, each term, to focus on children's general (in particular poor dental hygiene and obesity) and mental health.</p> <p><i>Health and Wellbeing Weeks took place in Autumn and Summer Term in school.</i></p>

Cultural Enrichment Activity for Year 6	Subsidised trip for Year 6 to Harry Potter World, London, in the Summer Term. Unfortunately this trip was not able to take place however we had an alternative end of year celebration. The cost of the event was covered by school.
Total: £159,621	