

## 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	Leeds and Broomfield COE School
Number of pupils in school	84
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	/2023-24 / 24 - 2025 / 2025 - 2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Fiona Steer
Pupil premium lead	Fiona Steer
Governor / Trustee lead	Suzanne Lowe

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,175
<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	£30,175

## Part A: Pupil premium strategy plan

**At Leeds & Broomfield we build strong foundations for all; to learn, flourish and fill their hearts with God's love. Everyone is important, valued and needed to make L&B grow. We give a quality rounded, nurturing education which develops the whole child; If the rain came we would not fall.**

*"As many hands build a house, so many hearts make a school."*

Respect

Resilience

Empathy

Curiosity

Honesty

Our school Christian Values support the development of the children and all within the school and local community, giving the children and staff a positive outward looking view. The pupils and staff support and help each other and the local community enabling all to flourish.

**Nurture Principles** Nurture – 'It is about learning – breaking down barriers'.

- Children's learning is understood developmentally. 'Strong foundations for all, flourish'.
- The classroom offers a safe base. 'Everyone important, valued, 'God's love''
- The importance of **nurture** for the development of wellbeing. 'Nurturing education'
- Language is a vital means of communication. 'Develop whole child'
- All behaviour is communication. 'Develop whole child'
- The importance of transition in children's lives. 'Whole child – not fall down'

## Statement of intent

### Intent – Our Philosophy

Twenty three percent of Leeds and Broomfield pupils are eligible for Pupil premium, this means they may be disadvantaged to achieving the same outcomes as their peers. This is based on the concept that deprivation consists of more than just poverty; so while poverty is related to not having enough money to live on, deprivation refers to a much broader lack of resources and opportunities. It is the intent of our school to dispel the gap between disadvantaged pupils and their non-disadvantaged peers.

The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The percentage of our pupils eligible for pupil premium is higher than the national average for primary schools.

The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We

understand that needs and costs will differ depending on the barriers to learning being addressed.

As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. Our Priorities Setting priorities is key to maximising the use of the Pupil Premium Grant. Our priorities are as follows: Ensuring all student receive quality first teaching each lesson Closing the attainment gap between disadvantaged pupils and their peers Providing targeted academic support for students who are not making the expected progress Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital Ensuring that the Pupil Premium Grant reaches the pupils who need it most

### Our Implementation Process

At Aspire we believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

We will:

Explore and Identify a key priority that we can address

Systematically explore appropriate programmes and practices

Examine the fit and feasibility with the school

Prepare, Develop a clear, logical and well-specified plan

Assess the readiness of the school to deliver the plan

Make practical preparations

Deliver , Support staff and solve any problems using a flexible leadership approach

Reinforce initial training with follow-on support

Drive faithful adoption and intelligent adaption

Sustain, Plan for sustaining and scaling the intervention from the outset

Continually acknowledge, support and reward good implementation practices

Treat scale-up as a new implementation process

## Our Review Process

Pupil premium progress is high on the agenda. Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce lighttouch reviews annually. Through our termly vulnerables meeting we also discuss families some of which are pupil premium and ways to move forward, offer support, signpost and support them emotionally and academically as our vision says ‘developing the whole child’.

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required. The progress of pupil premium pupils is a standing item at subject meetings and regularly discussed at Leadership Level. The impact of all targeted pupil premium interventions are measured and reported to the Leadership Team throughout the year. Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The Executive Head Teacher are responsible for ensuring a pupil premium strategy is always in effect.

## Challenges

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

Challenge number	Detail of challenge
1	<i>Mixed age classes and small year groups</i>
2	Support for pupils who are identified as SEN as well as PP
3	Pupils emotional well being impacting on attendance and therefore academic achievements.
4	Balancing need for intervention and loss of time in other curriculum subjects
5	

## 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
<i>To ensure all pupils make at least expected progress over the key stage in reading, writing and maths</i>	All pupils make at least expected progress from year 2-6 in reading, writing and maths - ie exp - exp
To improve outcomes in writing at year 2 and 6 annually	Targets set of year 2 and 6 writing met or exceeded
Close the gap in both outcomes and progress between PP and all pupils	Ensure PP achieve in line with non PP in terms of progress and attainment - see target setting
Tailored nurture provision for pupils with SEMH	Pupils feel supported in school to make progress in academic subjects.

## 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: £ 16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Improving the impact of feedback</i> <small>(also support non-eligible for funding)</small>	EEF 1 - high impact, low cost Professional development on evidence based approaches such as feedback.	1,2,3
<i>Nurture provision</i> <small>(also support non-eligible for funding)</small>	EEF 3 Low cost - impact of 4+ months progress Developing high quality curriculum / meeting the needs of pupils	2,3
<i>Colourful semantics - embedded across all classes.</i> <small>(also support non-eligible for funding)</small>	EEF 1- oral language interventions - high impact - very low cost Developing high quality curriculum / meeting the needs of pupils	2,3,4
<i>Targeted teaching assistant interventions - precision teaching</i> <small>(also support non-eligible for funding)</small>	EEF 2 moderate impact for moderate cost Developing high quality curriculum / meeting the needs of pupils	1,2,3

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted teaching assistant interventions</i> <small>(also support non-eligible for funding)</small>	EEF - moderate impact for moderate cost Teaching assistants deployment and interventions	1,2,3

<i>speech and language intervention - all classes of children that need it. (also support non-eligible for funding)</i>	EEF - moderate impact for moderate cost Interventions to support language development	1,2,3
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 4,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
outdoor/ active learning in maths and English to reinforce concepts <i>(also support non-eligible for funding)</i>	EEF + 1 month of progress Supporting pupils social, emotional and behavioural needs.	1,2,3 4
<i>subsidies towards uniform, trips and activities</i>	EEF- moderate impact low cost Communicating and supporting parents - financial vulnerability.	1,2
<i>Outside nurture provision - including guinea pigs. (also support non-eligible for funding)</i>	EEF Supporting pupils social, emotional and behavioural needs.	2,3

**Total budgeted cost: £30,000**

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 to 2023 academic year.

### Targets for Statutory Assessments

**Outcomes Previous Year**  
*(Highlight in red or green any areas of Significance)*

**EYFS GLD**

**67% (8/12) 3 pupils excluded - complex need personalised curriculum.**

**Phonics Screen Year 1**

**67% (10/15)**

**Year 2 retakes  $\frac{1}{3}$  33%**

### All pupils achieving the expected standard in Year 2

**Reading**

**20% ( $\frac{1}{5}$ )**

**Writing**

**20% ( $\frac{1}{5}$ )**

**Mathematics**

**40% (2/5)**

### Disadvantaged pupils achieving the expected standard in Year 2

**0 disadvantaged children**

**Reading**

**Writing**

**Mathematics**



**Pupils achieving the expected standard in combined Reading, Writing, & Mathematics in Year 6** **33% (5/15)**

**Disadvantaged pupils achieving the expected standard in combined Reading, Writing, Mathematics in Year 6** **40% ( $\frac{2}{5}$ )**

**Pupils achieving the expected standard in Year 6 Reading** **60%**

**Writing** **40%**

**GPS** **40%**

**Mathematics** **47%**

**Proportions of Disadvantaged pupils achieving the expected standard in Yr6**

**Reading** **50%**

**Writing** **33%**

**GPS** **33%**

**Mathematics** **33%**

## **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*

<b>Programme</b>	<b>Provider</b>
active maths and English	Teach Active
colourful semantics	Integrated treatment services

