

# Pupil premium strategy statement – Leeds and Broomfield School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	90
Proportion (%) of pupil premium eligible pupils	15.6% (14 chn)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	25-26 / 26-27 / 27-28
Date this statement was published	September 25
Date on which it will be reviewed	September 26
Statement authorised by	Fiona Steer
Pupil premium lead	Fiona Steer
Governor / Trustee lead	Ian Game

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,940
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£38,940

# Part A: Pupil premium strategy plan

## Statement of intent

### **Intent – Our Philosophy**

Fifteen.six 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 lower 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.

<b>Challenge number</b>	<b>Detail of challenge</b>
1	<i>Mixed age classes and small year groups</i>
2	Support for pupils SEND and PP

3	Pupils emotional well being impacting attendance and achievement
4	Balancing need for intervention and loss of time in other curriculum subjects

## 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
To ensure all pupils make at least expected progress over the key stage in reading, writing and maths	All pupils make at least expected progress from year 2-6 in reading, writing and maths - ie exp - exp
To improve outcomes in maths at 6 annually	Achievement targets set for year 6 SATS in maths 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 - see Trajectory document and where they are not interventions have a measurable impact
Tailored nurture provision for pupils with SEMH	Pupils feel supported in school to make progress in academic subjects - use of Boxall. Attendance at mount lodge to support regulation.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving the impact of feedback (also support non-eligible for funding)	EEF 1 - high impact, low cost Professional development on evidence based approaches such as feedback - moving to verbal feedback - in the moment.	1,2,3
<i>Nurture provision (also support non-eligible for funding) Including Mount lodge alternative provision</i>	<i>EEF 3 Low cost - impact of 4+ months progress Developing high quality curriculum / meeting the needs of pupils</i>	2,3
<i>Colourful semantics - embedded across all classes. (also support non-eligible for funding)</i>	<i>EEF 1- oral language interventions - high impact - very low cost Developing high quality curriculum / meeting the needs of pupils</i>	2,3,4
<i>Targeted teaching assistant interventions - precision teaching (also support non-eligible for funding)</i>	<i>EEF 2 moderate impact for moderate cost Developing high quality curriculum / meeting the needs of pupils</i>	1,2,3
Teaching in maths is consistently following the white rose programme and includes use of	<i>EEF - key stage 2 - teaching maths recommendations</i>	1,2,3

reasoning challenges to develop mathematical thinking Ensure use of manipulatives to aid understanding		
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### 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
Targeted teaching assistant interventions (also support non-eligible for funding)	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>	<i>EEF - moderate impact for moderate cost Interventions to support language development</i>	1,2,3
<i>Drawing and talking training</i>	<i>EEF - moderate impact for moderate Cost SEMH support</i>	3

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>active learning in maths and</i>	<i>EEF + 1 month of progress Supporting pupils social, emotional and</i>	1,2,3,4

<i>English to reinforce concepts (also support non-eligible for funding)</i>	<i>behavioural needs. delete rows as needed.</i>	
<i>Mount lodge - alternative provision</i>	<i>EEF + 1 month of progress Supporting pupils social, emotional and behavioural needs.</i>	1,2,3,4
<i>subsidies towards uniform, trips and activities</i>	<i>EEF- moderate impact low cost Communicating and supporting parents - financial vulnerability.</i>	1,2
<i>Outside nurture provision - including guinea pigs. (also support non-eligible for funding)</i>	<i>EEF Supporting pupils social, emotional and behavioural needs.</i>	1,2,3,4



**Total budgeted cost: £ 38,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Targets for Statutory Assessments	Outcomes Previous Year (Highlight in red or green any areas of Significance)
EYFS GLD	7/8 88%
Phonics Screen Year 1	Y1 75% 9/12 Y2 1/2 50%
All pupils achieving the expected standard in Year 2	
Reading	7/11 58%
Writing	6/11 55%
Mathematics	7/11 64%
Disadvantaged pupils achieving the expected standard in Year 2	
Reading	1/2 50%
Writing	1/2 50%
Mathematics	1/2 50%

Pupils achieving the expected standard in combined Reading, Writing, & Mathematics in Year 6	14 % 2/14
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Disadvantaged pupils achieving the expected standard in combined Reading, Writing, Mathematics in Year 6	0
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Pupils achieving the expected standard in Year 6 Reading	38% 5/14
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Writing	7/14 50%
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GPS	2/14 14%
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Mathematics	3/14 21%
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Proportions of Disadvantaged pupils achieving the expected standard in Yr6 5 pupils	0%
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Reading	0%
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Writing	40%
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GPS	0%
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Mathematics	40%
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## Analysis of 24 - 25 Data

- PP pupils 4 in Y6 year group.
- High level of SEMH - Boxall and nurture provision provided. Targeted and focused groups to enable them to be in school, accessing learning in short bursts and prepare them for secondary school - to be ready for that phase.
- Only 3 pupils started with us in YrR out of whole year group (15). One was PP.
- Many joined Y3/ Y4. 5 of these pupils had previously had negative experiences at previous schools.
- $\frac{3}{4}$  PP pupils have social worker involvement - high level of need within the family.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
active maths and English	Teach Active
colourful semantics	Integrated treatment services

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
One pupil -support with school uniform, school trips. Additional support in class due to trauma from when a young child.
<b>The impact of that spending on service pupil premium eligible pupils</b>

Enabling child to remain in class in short bursts.

Enables the child to make progress in all subject areas - tasks broken down.

## Further information (optional)

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

Yesterday at lunch time incident

There was an incident after tennis.

The ball had gone over the fence

Princeton Oh Kian - Boysee why you do that

Kian I'm not your boysee

Kian then ran at Princeton and pushed him from behind. Princeton turned around and Kian pushed him again. I then stood in between them and using careful C on shoulderes turned him around and said run. Kian ran around the field screaming for around 15 minutes. Screaming things like

Don't treat me like an animal

Im going to Fucking have you

Princeton is dead - I will kill him

The field was cleared and all children brought on to the playground. I kept about 3m apart from him but shadowed his movement to keep all safe. He threw blue barrels / balls / bricks at me.

He calmed and mum had been called by Miss Hickling to come and collect him. Long discussion with mum - meeting made for Thursday 25th with mum and Kian to look at this is me and re-intergration into school after two years out as Kian finding very tricky.