

# **Pupil Premium Strategy Statement**

## **LEYBOURNE Ss PETER & PAUL CE PRIMARY ACADEMY**



**December 2021**

*Nurturing the spark of God within  
"Those who trust in the Lord will find new strength. They will soar high on wings like eagles" Isaiah 40:31*

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	Leybourne SS Peter and Paul CEP Academy
Number of pupils in school	215
Proportion (%) of pupil premium eligible pupils	4.7%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Tina Holditch, Head Teacher
Pupil premium lead	Tina Holditch
Governor / Trustee lead	Andy Rathbone

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13450
Pupil premium plus funding allocation this academic year	£11725
Recovery premium funding allocation this academic year	£1631.25
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£26806.25</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Leybourne SS Peter and Paul CEP Academy, we ensure that teaching and learning opportunities meet the needs of all pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. In making provision for socially disadvantaged pupils, as defined by the government, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. Pupil premium funding is allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time. In addition, some pupils may be identified as eligible for free school meals during the course of the academic year, and may not have been included in the funding allocation based on the previous census. The needs of each pupil are considered individually, allowing us to target support appropriately. These needs, and the effectiveness of the interventions the pupils have received, are reviewed formally three times a year as part of our provision map meetings.

Possible barriers to attainment for pupils include access to the curriculum, access to extra-curricular opportunities, integration with peers throughout the course of the school day, and Home-School Links. Support is specifically targeted to address these barriers. During the academic year 2020-2021, the main identified barriers to learning for pupils in receipt of the PPG and PPPG in our school are related to reading, writing, self-esteem and social and emotional issues, although these obviously vary for individual pupils. We are also mindful of the impact of the COVID-19 pandemic on all pupils, but especially those in receipt of PP funding.

All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations. Initially this will be in English and Maths. Pupil premium resources may also be used to target able disadvantaged pupils to exceed Junior Ready status at the end of KS1 or Secondary Ready status at the end of KS2.

## Challenges

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

Challenge number	Detail of challenge
1	Weak Language and Communication skills
2	Low attainment on entry to the Early Years Foundation Stage in all areas
3	Fluency in maths is weakened
4	Attendance and Punctuality issues.
5	Development of emotional literacy

## 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
Improved progress in Reading	Achieve national average progress scores in KS2 Reading
Improved progress in Writing	Achieve national average progress scores in KS2 Writing
Improved progress in Mathematics	Achieve national average progress scores in KS2 Mathematics
Phonics outcomes	Achieve at least the national average expected standard in Phonics Check
Attendance matches local average	Improve attendance of disadvantaged pupils to LA average 95.8% (2020)

**Date of Pupil Premium Strategy Review: July 12<sup>th</sup> 2022**

## 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: £7282.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruit additional part-time SEND TA for EYFS/KS1 small group/individual reading support £7282.80	Evidence consistently shows the impact that targeted academic support can have – including for those pupils not making good progress.	1, 2

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

Budgeted cost: £7,537

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring programme for catch-up/recovery £5,500	<a href="https://educationendowmentfoundation.org.uk/the-tiered-model/2-targeted-academic-support/">https://educationendowmentfoundation.org.uk/the-tiered-model/2-targeted-academic-support/</a>	1, 2, 3
Online subscriptions, including Purple Mash, TT Rockstars and Dynamo Maths £1857	Web-based programmes for PP children provided to families at no cost, log-ins and laptops provided for home use where necessary from DfE laptops programme	3

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

Budgeted cost: £18630

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Residential / enrichment trip costs met for disadvantaged families £1410	For many of our pupils, the only time they spend away from home during the year is on school residential or enrichment trips. However, the cost of such trips can be prohibitive and can mean they would not normally be able to attend. It is essential for their own wellbeing that they experience different settings with their peers. First hand experience of such activities will also enable them to write about such events.	1, 2
Cost of FLO/ ELSA (Emotional Literacy Support Assistant) training, resources and salary costs £17220	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</a>	5

**Total budgeted cost: £33449.80**

## 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 2020 to 2021 academic year.

*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.*

<b>Aim</b>	<b>Outcome</b>
Buy new laptops for PP pupils to use in and out of school (during school closure periods)	Increased participation and engagement of PP pupils during periods of remote learning, leading to maintained progress and attainment
Promoting attendance and punctuality, positively impacting upon self-esteem and confidence of vulnerable pupils and families through engagement with SEND Manager / Welfare Lead (ELSA)	<ul style="list-style-type: none"><li>• Improved attendance and punctuality</li><li>• Improved confidence and wellbeing of vulnerable pupils</li><li>• Improved wellbeing of children and families</li></ul>

### Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Intensive Mentoring and Well-being Support	Project Salus
Dandelion Time Family Support	Dandelion Time