

Pupil Premium Strategy Statement

LEYBOURNE Ss PETER & PAUL CE PRIMARY ACADEMY



September 2022

*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 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 | 5.1% |
| Academic year/years that our current pupil premium strategy plan covers | 2022-2023 |
| Date this statement was published | September 2022 |
| Date on which it will be reviewed | July 2023 |
| 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 | £15,235 |
| Pupil premium plus funding allocation this academic year | £4,820 |
| Recovery premium funding allocation this academic year | £2,000 (<i>provisional amount</i>) |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £22,055 |

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 2022-2023, the main identified barriers to learning for pupils in receipt of the PPG and PPPG in our school are related to Speech and Language, maths, 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. |
| 6 | Engagement of disadvantaged pupils in all areas of school life. |

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 19th 2023

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: £

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
| | | |

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

Budgeted cost: £9251.80

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Online subscriptions, including Purple Mash, TT Rockstars and Dynamo Maths £1969 | 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 |
| Additional part-time SEND TA for EYFS/KS1 small group/individual Speech and Language and 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 |

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

Budgeted cost: £17,450

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|--------------------------------------|
| Residential / enrichment trip costs met for disadvantaged families £2,000 | 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. | 6 |
| Cost of FLO/ ELSA (Emotional Literacy Support Assistant) training, resources and salary costs £13,000 | https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/ | 5 |
| Additional costs met for families to ensure full pupil engagement and access (uniform, music lessons, swimming lessons, Breakfast Club) £2,450 | Disadvantaged pupils often miss out on extra-curricular activities such as sports clubs and music lessons. In addition, they also may not have the correct uniform. | 6 |

Total budgeted cost: £26,701.80

Part B: Review of outcomes in the previous academic year

Actual expenditure 2021-2022

| | |
|--------------------------------|-------------------|
| School trips - residential | £1,270.00 |
| School trips- day trips | £248.40 |
| Swimming lessons | £104.00 |
| Music lessons | £240.00 |
| Dandelion Time | £250.00 |
| Licences | £1,969.00 |
| FLO expenditure | £11,901.00 |
| Breakfast Club | £1,615.00 |
| Additional SEND TA expenditure | £7,282.80 |
| Nurture area resources | £1,639.80 |
| Total expenditure | £26,520.00 |

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

The government will not publish KS2 school level data for the 2021 to 2022 academic year. They have archived data from the 2018 to 2019 academic year because they recognise that the data from that year may no longer reflect current performance.

| Aim | Outcome |
|---|---|
| Recruit additional part-time SEND TA for EYFS/KS1 small group/ individual reading support | EYFS/KS1 pupils benefit from additional Speech and Language and reading support. |
| Online subscriptions, including Purple Mash, TT Rockstars and Dynamo Maths | Full curriculum access (at home and at school) for all pupils to support learning. |
| Ensure that all disadvantaged pupils are able to participate fully in the residential | Enhanced pupil involvement and engagement. All disadvantaged pupils were able to join the |

| | |
|---|--|
| and enrichment trips and clubs offered by the school, and have appropriate uniform and equipment. | residential and enrichment trips. Parents (and pupils, where appropriate) were appreciative. |
| Promote attendance and punctuality, positively impacting upon self-esteem and confidence of vulnerable pupils and families through engagement with FLO/ELSA, and the support of external agencies such as Dandelion Time. | Improved attendance and punctuality Improved confidence and wellbeing of vulnerable pupils Improved wellbeing of children and families |

Externally provided programmes

| Programme | Provider |
|--|-----------------|
| Intensive Mentoring and Well-being Support | Project Salus |
| Dandelion Time Family Support | Dandelion Time |