



Pupil premium strategy statement – overview for 2021-24, detail for 2022-23



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	Padiham St Leonard's CE VA Primary
Number of pupils in school	307
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22, 2022/23, 2023/24
Date this statement was first published	09 th December 2021
Date this update was published	
Date on which it will be next reviewed	Sept 2023
Statement authorised by	Full Governing Body
Pupil premium lead	Bev Holmes
Governor / Trustee lead	Kit Walker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£157,890
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	£157,890

Part A: Pupil premium strategy plan

Statement of intent

At Padiham St Leonard's CE VA Primary School, justice is our priority. Therefore, we aim to ensure that our teaching and learning meets the needs of **all** pupils and enables them to reach their God-given potential.

Our trust deed states that our school should be used 'as a school for the poor inhabitants of the township of Padiham and neighbourhood and this school should always be in union with the National Society'. We are therefore dedicated to ensuring that pupils who belong to vulnerable groups receive the appropriate provision to meet their needs whatever their funding.

The pupil premium will be used to provide additional support to improve the progress and raise standards of achievement for these pupils. The funding will be used to narrow and close the gap between the achievement of these pupils and their peers. In addition, it will be used to address social disadvantage and enrich the children's lives.

We want **all** our pupils to develop **FRUITS**:

- Faith - develop courage, resilience and patience, through their own personal faith in God, so they can retain hope and joy even during hard experiences. (**John 1:12**)
- Relationships - flourish through strong relationships with themselves, each other, creation and God. (**Luke 10:27**)
- Uniqueness - have the self-confidence to understand their uniqueness and God-given purpose to become the person God created them to be. (**Matthew 10:30**)
- Intellect - develop a keen intellect and use this talent and ability wisely to protect and enhance themselves, their communities and the environment. (**Proverbs 3:13**)
- Treat themselves and others with dignity and respect maintaining a healthy body and thriving community. (**1 Peter 2:17**)
- Salvation - have a recognition that we need to seek forgiveness through Jesus to become friends with God. (**Ephesians 2: 8-9**)

At the heart of our Pupil Premium Strategy we want to provide 'hands on', interactive learning experiences which encourage pupils to enjoy learning and aspire to discover more about the world around them and how they can become good stewards of God's creation. We aim for all pupils to have a rich experience whilst developing core reading, writing and mathematical skills which support learning across the curriculum.

During the 3-year plan we will work to:

- Raise attainment in KS1 and lower KS2 in reading by increasing reading fluency and accuracy and developing effective comprehension strategies.
- Continue to develop a solid foundation in number and pupil's confidence when applying this to manipulate numbers in different ways, raising attainment for previously lower attaining groups.
- Refine our school curriculum, ensuring a high quality, sequential programme of study in each subject which identifies how the subject contributes to pupil development of FRUITS, pre-requisite knowledge and skills for each unit of work and the subject-specific substantive, disciplinary knowledge and concepts covered.

- Develop children's cognitive and meta-cognitive capability to make wise, well-informed opinions and decisions through ongoing staff development in embedding: Thinking Skills, P4C, Forest Schools and Emotion Works.

Challenges

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

Challenge number	Detail of challenge
1	Pupils have limited cultural capital which puts greater pressure on working memory when being introduced to new concepts and experiences.
2	Some pupils struggle to transfer key knowledge into long-term memory.
3	Pupils need support to apply knowledge to new situations.
4	High percentage of pupils who have had Adverse Childhood Experiences and as a consequence struggle to regulate their emotions.
5	Pupils enter school with a more limited vocabulary and communication skills than expected.

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>KS1 pupils to be able to apply phonics within their reading.</i>	Attainment in the Phonics Screening check to be inline with National averages by 2023
<i>KS2 pupils to read with fluency and understanding</i>	All pupils able to discuss books they read for pleasure. Pupils to achieve an age related reading score inline or above their actual age on the Lexplore reading test. End of KS2 reading scores to be at least inline with the national average by 2022.
<i>KS1 and lower KS2 pupils to develop fluency and understanding when manipulating number.</i>	End of KS1 mathematics results to be at least inline with national averages both at expected and greater depth by 2024. End of year attainment in lower KS2 to be at least inline with national averages by 2024.
<i>All pupils to demonstrate high levels of engagement and ability to work collaboratively when solving problems across the curriculum.</i>	All pupils able to demonstrate creative, collaborative, critical and caring thinking. Attendance for disadvantaged pupils to be inline with the national average for all pupils by July 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: £ 88,644

Focus	Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure the teaching of word recognition is consistent and has a high priority to develop fluent readers.	EYFS and KS1 staff to observe each other teach phonics, discuss approaches towards a common issue (ways to support pupils at risk of falling behind), give feedback to celebrate what is already working and discuss further approaches to explore.	Sharing good teaching practice - Teaching Expertise (Co-construction approach)	1,2,3
	All new EYFS/KS1 staff to be trained in Little Wandle approach.	EEF Toolkit – phonics The reading Framework Jan 2022 OFSTED Bold Beginnings 2017	1,2
	Define to active ingredients to ensure a consistent approach to developing fluent readers with good comprehension skills in Year 2-3 through guided reading sessions based on fluency (decoding, prosody and checking sense), recall and inference.	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) EEF-Active-Ingredients-Summary.pdf (d2tic4wvo1iusb.cloudfront.net)	1,3
	Define to active ingredients to ensure a consistent approach to teaching reading in Year 4 – 6 (Fluency to Immersion)	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) EEF-Active-Ingredients-Summary.pdf (d2tic4wvo1iusb.cloudfront.net)	1,3
To embed 'Teaching for Mastery' in mathematics	All staff to observe other staff to share good practice, discuss how to ensure pupils have sufficient time to work independently, discuss how to ensure pupils have sufficient time to practice and embed methods of calculation and discuss any common misconceptions or difficulties children have encountered.	Sharing good teaching practice - Teaching Expertise (Co-construction approach)	1,2,3
	Year Five staff (and teacher who has not yet used the scheme) to attend training in Red Rose approach.	EEF Cognitive Sciences in the Classroom July 2021	1,2,3

	All Key Stage 2 staff to embed two arithmetic sessions into the timetable in addition to the 5 Red Rose lessons each week.		2
To ensure pupils develop the skills and capacity to regulate emotions	Coaching/Surgery sessions with Steve Russell for staff to discuss individual pupils and strategies of support.	Functional Fluency, Dr S Temple Know Me to Teach Me, L Bomber 2020 The Body Keeps the Score, Bessel van de Kolk 2015 What happened to You, O Winfrey, Dr B Perry 2022	4
	Development of our Relational policy and consultation to agree on three core values to support our philosophy.		

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

Budgeted cost: £ 52,896

Focus	Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure the teaching of word recognition is consistent and has a high priority to develop fluent readers.	Keep up interventions to be implemented for pupils at risk of not remaining on track. Ensure that the targeted grapheme/phoneme correspondence are targeted throughout the day but pupils wearing grapheme stickers/badges. Catch Up interventions for pupils who are identified as falling behind. Half termly meetings for EYFS and Year One teachers with the Early Reading Lead to discuss progress and actions for any pupils not on track.	EEF Cognitive Sciences in the Classroom July 2021 Independent Review of the Teaching of Early Reading Jim Rose 2006 The Reading Framework Jan 2022 Literacy EEF (educationendowmentfoundation.org.uk)	2,3
	Half termly meetings for Year 2-3 teachers with the Developing Literacy Lead to discuss progress and actions for any pupils not on track.		2,3
	KS2 teachers to meet to produce an overview of available interventions for developing: decoding, prosody, prediction, retrieval, inference or summarizing skills.		2,3

	Half termly meetings for Year 4-6 teachers with the KS2 English Lead to discuss progress and actions for any pupils not on track.		
	Implement School-Led Tuition to address gaps in learning for particular pupils.	One to one tuition EEF (educationendowmentfoundation.org.uk)	1,2,3
To embed 'Teaching for Mastery' in mathematics	Implement School-Led Tuition for appropriate pupils.	One to one tuition EEF (educationendowmentfoundation.org.uk)	1,2,3
	Use SATs Companion to target gaps/inconsistency in learning through home learning for pupils in Year 5 and 6.	Ways to Reduce Workload in Your School, updated March 2019	2
	Use Times Table Rock Stars to embed table facts for pupils throughout KS2.	EEF Cognitive Sciences in the Classroom July 2021	2
	Plan interventions for pupils not on track to embed the expected table facts for their age group (two 45 minute sessions per week) where one child works on building working memory for half the session and the other uses apps such a Times Table Rockstars to build knowledge of number facts and then swap for the other half of the session.	Improving Working Memory EEF (educationendowmentfoundation.org.uk)	2,3

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

Budgeted cost: £ 12,404

Focus	Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure the teaching of word recognition is consistent and has a high priority to develop fluent readers.	<p>Consult with other schools about other strategies to ensure the use of phonetically appropriate home readers.</p> <p>Monitor the use of electronic home readers.</p> <p>Embed the Reading Reward scheme and purchase books requested by pupils.</p>	<p>EEF Toolkit – phonics</p> <p>The reading Framework Jan 2022</p> <p>OFSTED Bold Beginnings 2017</p> <p>Reading for Pleasure 2012</p>	3

To embed 'Teaching for Mastery' in mathematics	Purchase printed resources to reduce teacher workload.	Ways to Reduce Workload in Your School, updated March 2019	
	Embed the practice of times tables and use of Times Table Rock Stars within home work activities.	Ways to Reduce Workload in Your School, updated March 2019	2
To ensure pupils develop the skills and capacity to regulate emotions	Mental Health support for pupils through lunchtime clubs.	Know Me to Teach Me, L Bomber 2020 The Body Keeps the Score, Bessel van de Kolk 2015 What happened to You, O Winfrey, Dr B Perry 2022	4

Total budgeted cost: £ 153,944

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.

Aim	Outcome
Ensure the teaching of word recognition is consistent and has a high priority to develop fluent readers.	<p>The school has implemented the Little Wandle scheme in Reception and Year One. The LW techniques are being used within lessons to ensure all pupil have exposure to the expected learning for their year group. This has not yet impacted on raising standards in the Year One Phonics Screening (see more detailed analysis in Development Plan).</p> <p>52.4% of mainstream pupils met the Reading expectations at the end of KS1.</p> <p>At the end of KS2, 76.7% met or exceeded expectations in the SATs, with 26.7% at greater depth. This is in comparison to 56.7% at the end of KS1 for this cohort, with 10% at greater depth.</p>
To embed 'Teaching for Mastery' in mathematics	<p>The Red Rose Scheme has been implemented from Year 1 to Year 4. All pupils are accessing the lessons, with the exception of a few children with individual needs who require an individualised curriculum. Teachers have planned additional sessions for pupils who have not previously been introduced to particular strategies or mathematical models. Assessment demonstrates a positive impact on the development of reasoning skills throughout these year groups.</p> <p>52.4% of pupils met expectations (or above) in Mathematics at the end of KS1.</p> <p>At the end of KS2, 77.8% of our mainstream pupils met the expected standard, this is in comparison to 71% nationally. The average scaled score was 105, compared to 104 nationally.</p>
To address gaps in learning as part of Catch up strategy.	<p>Of the 12 Year 6 pupils that had School-Led Tuition sessions for mathematics, 75% met the standard (those that didn't meet the standard were close with a standardised score of 96, 98 and 99).</p>
To ensure pupils develop the skills and capacity to regulate emotions	<p>All staff have undertaken training in the Behaviour wall and Functional Fluency and reviewed how this impacts on their practice in class. This, alongside use of Emotion Works materials, has resulted in further increasing our focus on supporting pupils in regulating their emotions and unpicking how their emotions impact on their actions. Children are now demonstrating that they can articulate their feelings, explain their responses, are developing their awareness of how to regulate these and using this knowledge in conflict resolution.</p>
Increase attendance and improve punctuality for Pupil Premium pupils	<p>In Autumn 21, attendance was 93.7% in comparison to 94.3% nationally.</p> <p>Absence for the academic year is 7.1% (5.0% authorised; 2.1% unauthorised). Absence is significantly greater for Pupil Premium pupils with absences of 5.12%/3.96% (Auth/Unauth) compared to non-PP absences of 4.69%/1.03%. Punctuality rates are also greater for Non-PP pupils.</p> <p>17% of pupils had more than 38 absences during the year 21-22 and therefore were classed as persistent absent. 25.4% of PP pupils were classified as Persistent Absent in comparison to only 11.8% of the non-PP pupils.</p>

Externally produced programmes

Programme	Provider
Little Wandle Phonics	Wandle Learning Trust
Red Rose Mathematics	Lancashire Advisory Service
Lexplore	Lexplore Analytics
Thinking Skills	Dialogue Works
Emotion Works	Emotion Works
Behaviour Wall, Functional Fluency	Steve Russell – Beyond Behaviour