

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Leen Mills Primary School
Number of pupils in school	333
Proportion (%) of pupil premium eligible pupils	20% + 4% (service funding)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 to 2024/25
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	
Pupil premium lead	Nicola Davies Assistant Headteacher
Governor / Trustee lead	Kate Edwards (PP Governor)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
<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	£

# Part A: Pupil premium strategy plan

## Statement of intent

At Leen Mills, we have embraced the motto, 'Curious, Creative, Confident.' It is our vision that the children become happy lifelong learners, resilient risk takers and are recognised as contributing members of our community and the world. Our intention is that all pupils, irrespective of their ability, background or challenges they face, make good progress and achieve highly across all subjects. The pupil premium strategy is designed to support our disadvantaged pupils to achieve this goal and develop the necessary emotional, social and mental well-being needs to thrive on every step of their journey. When making decisions about the use of our Pupil Premium Funding, we will consider the context of the school, the challenges faced by vulnerable pupils, internal data and research conducted by organisations such as the EEF. Research tells us that the quality of teaching and learning is the most important factor in influencing the achievement of all pupils: this is particularly true for pupils from areas with a high deprivation indicator. (The Sutton Trust, Improving the impact of teachers on pupil achievement in the UK – interim findings, p.2, <https://www.suttontrust.com/wpcontent/uploads/2011/09/2teachers-impactreportfinal.pdf>). Ensuring excellent quality first teaching for all pupils is at the core of our offer at Leen Mills through consistency, clear continuity and progression, allowing for the attainment of non-disadvantaged pupils to be sustained and improved alongside the progress of their disadvantaged peers. A whole school approach has been adopted in which all staff take responsibility for improving disadvantaged pupils' outcomes and raising expectations of what they can achieve. Lessons/interventions are designed to meet the children's' individual needs, allow for early intervention and contain no ceilings to learning.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attainment in maths and writing is lower than reading thus impacting on the % achieving combined.</b></p> <p>Data shows improvement in the % of pupils achieving RWM at the end of KS2, however it is still lower than 50%.</p> <p>The focus on reading over the last year has raised attainment so that it is in line or better than that in the local area, and the gap is lower than 18%. Attainment in maths and writing is lower than the local area and the gap is in excess of 25% in maths in KS1, and in maths and writing in KS2.P</p>

2	<p><b>There is an increase in the number of pupils presenting with issues surrounding emotional well being.</b></p> <p>Pupils continue to present with anxiety. Teacher referrals for emotional, social and mental well being have markedly increased during the pandemic. 66 pupils (38 of whom are disadvantaged) currently require additional 1-1 or small group interventions. This is the same as last year.</p>
3	<p><b>Children have limited first-hand experiences and knowledge of the world</b></p> <p>Financial constraints, low aspirations, and national lockdowns have led to reduced opportunities for our pupils to experience things which are new and inspiring (including access to extracurricular activities). Baseline data in FS2 indicates learning related to Understanding the World, Expressive Arts and Physical Development has the biggest gap between disadvantaged children and their non-PP peers.</p>
4	<p><b>Numbers of pupil in receipt of PP in KS1 are historically lower than those in KS2</b></p> <p>Due to universal free school meals, the numbers of pupils in receipt of PP funding is, on average, 5 per year group in FS2 and KS1. By the time pupils reach KS2, the number, on average is 14 per year group.</p>

## 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
Increase in the % of disadvantaged pupils achieving EXS+ in reading, writing and maths.	<p>Outcomes in 2024/45 show that PP children make good progress which is in line with other pupils nationally and more than 50% of disadvantaged pupils meet EXS+ in reading, writing and maths combined.</p> <p>The % of pupils achieving the expected standard in maths and writing is comparable to reading.</p>
Increased cultural capital through improved opportunities for visits/visitors and first hand experiences.	Pupil premium children have access to extracurricular activities and enhancements, including residential visits to enhance their understanding of the world. Powerful knowledge through a carefully planned curriculum
Improved social, emotional and mental well-being for all pupils in our school, particularly our disadvantaged students	Profiles show increased confidence and completion of key skills. Case studies show children are managing their learning well.
Disadvantaged pupils receive support from the time they enter school.	<p>Numbers of pupils receive funding is similar across FS2, KS1, KS2</p> <p>Accelerated progress can be seen from entry.</p>

## 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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for CPD for Pupil Premium Lead	<p>There is extensive evidence that high-quality teaching has the greatest impact on the progress and attainment of pupils.</p> <p>Barber, M &amp; Mourshed, M, 2007, How the World's Best Education Systems Come Out on Top, London &amp; New York, McKinsey</p> <p>The Sutton Trust, Improving the impact of teachers on pupil achievement in the UK –</p>	
Purchase of the National College to provide high quality CPD for staff in relation to learning behaviours, teaching and learning and Safeguarding	<p>There is extensive evidence that high-quality teaching has the greatest impact on the progress and attainment of pupils.</p> <p>Barber, M &amp; Mourshed, M, 2007, How the World's Best Education Systems Come Out on Top, London &amp; New York, McKinsey</p> <p>The Sutton Trust, Improving the impact of teachers on pupil achievement in the UK –</p>	1,2,3,4
Provision of CPD for FS2/KS1 teachers in Mastery of Maths, and KS2 in Fluency. Coaching to be offered to targeted staff	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</a></p> <p>There is extensive research that frequent observation of others with a precise focus has a subsequent positive impact of the quality of teaching from the observers.</p> <p>'What Makes Great Teaching? A Review of Research' (Coe, Aloisi, Higgins, 2014)</p>	1

CPD/cover for subject leads to develop the provision for PP/SEND in the Foundation subjects	Research tells us that high-quality teaching reduces the attainment gap. Therefore strong subject leadership which directly improves the quality of teaching will have a huge impact on the outcomes of pupils across the curriculum. Machin, S & Murphy, S, 2011, Improving the Impact of Teachers on Pupil Achievement in the UK: Interim Findings, London, Sutton Trust	1,2,3
Purchase of Reckonrec to support the use of manipulatives in maths lessons	The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	1,3
Purchase of computing equipment (ipads for FS2 and virtual headset for KS1 and KS2 to enhance first hand experiences	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a> <a href="https://evidenceforlearning.org.au/the-toolkits/the-teaching-and-learning-toolkit/all-approaches/sports-participation/">https://evidenceforlearning.org.au/the-toolkits/the-teaching-and-learning-toolkit/all-approaches/sports-participation/</a> <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963625/Research_for{EIF_framework_updated_references_22_Feb_2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963625/Research_for{EIF_framework_updated_references_22_Feb_2021.pdf</a>	1,3
Continued CPD for RWI to ensure an effective implementation	The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. Phonics has a positive impact overall (+5 months) with very extensive evidence  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1
Purchase of additional 'phonics' books to support the RWI program	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture support (Play therapy/draw and talk/ lego therapy) to ensure pupils are ready to learn, therefore maximising progress.	Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1, 2
Provision of 1-1 personalised timetable for pupils in FS2		1,2,3,4
Use of existing teachers to deliver small group tutoring in maths and writing	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1
Reading interventions to include provision of a reading breakfast for y6 pupils, 1-1 switch on reading and the Bookcase Reading group	There is strong evidence that the average impact of reading comprehension strategies is an additional six months' progress, with lower attaining pupils appearing to benefit most. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>  Internal school data shows this intervention has been particularly successful with low ability and disadvantaged pupils.  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/switch-on-reading">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/switch-on-reading</a>	1

Writing interventions to include 1-1 sessions to support RWI, small group sessions targeting identified gaps	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1
Misconception interventions to allow children to learn more, know more and remember more	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind	1
Provision of Forest School to raise the number of 'first hand experiences' the pupils' access	<a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a>	1,2,3,4

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment activities to be included throughout the curriculum, to provide all pupils with a wide range of experiences eg African drumming/storyteller poet, PP KS2 theatre trip, PP KS1 visit to local shop/ PP pnod dipping and baking in FS2	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a> <a href="https://evidenceforlearning.org.au/the-toolkits/the-teaching-and-learning-toolkit/all-approaches/sports-participation/">https://evidenceforlearning.org.au/the-toolkits/the-teaching-and-learning-toolkit/all-approaches/sports-participation/</a> <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963625/Research_for{EIF_framework_updated_references_22_Feb_2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963625/Research_for{EIF_framework_updated_references_22_Feb_2021.pdf</a>	1,2, 3, 4



Financial support for breakfast club, residential and educational visits for all disadvantaged pupils	EEF Teaching and Learning Toolkit (2021) Mentoring Behaviour intervention Physical activity Supporting parents with attendance then promotes higher levels of engagement with the academic progress of the child <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	1, 2, 3, 4
Provision of lunch club to provide a safe space and allow for good learning behaviours during the pm session	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	2,3
Provide parents with additional support and materials across the curriculum to engage with their child's learning Eg Provision of freebookbag/jumper for pupils in receipt of funding in FS2 Parent classes to support the provision of healthy meals on a budget.	There is a large amount of evidence in parental support (improving literacy outcomes in particular)  <a href="https://www.nfer.ac.uk/media/2064/oupp02.pdf">https://www.nfer.ac.uk/media/2064/oupp02.pdf</a>	1,2,3, 4

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*



## Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

### **Increase in the % of disadvantaged pupils achieving EXS+ in reading, writing and maths**

Subject	KS2 PP Leen Mills	KS2 PP National	KS2 PP Local	KS2 All National	KS1 PP Leen Mills	KS1 PP National	KS1 PP Local	KS1 All National
Reading	57.1%	62%	60.7%	74%	50.0%	51.4%	50.4%	67%
Writing	42.%	55%	54.6%	69%	42.9%	41.1%	40.9%	58%
Maths	42.9%	56%	53.4%	71%	42.9%	52.0%	52.3%	68%
Combined	42.9%	42.9%	41.9%	59%				

End of KS2 data (2022) indicates that the predicted 42.9% of disadvantaged pupils achieved the expected standard in reading, writing and maths. This is in line with the of disadvantaged pupils achieving the standard nationally and slightly above the % in Nottinghamshire. This is an increase of 12.9% since the last published data in 2019. The gap between disadvantaged pupils at Leen Mills and all pupils nationally (at the end of KS2) has reduced from 35% to 16% between 2019 and 2022.

Most progress was seen in reading and it is now the highest performing subject for disadvantaged pupils. The 'Hooked on Books' training was implemented throughout school and provided high quality teaching of reading for all pupils allowing for consistency across and within year groups. Monitoring showed pupils were engaged in lessons and positive about their reading experience. Targeted reading interventions throughout school also contributed. The catch-up breakfast and tutoring sessions were very successful with all pupils increasing scale scores, moving at least 1 bookband level and making progress towards the standard. 1-1 reading also had a high impact. Switch on Reading was not accessed by as many pupils as hoped due to absence staff. The Bookcase reading group (Y6), in which pupils read newly published books and write a review for a bookshop, ensured one pupil achieved greater depth and accelerated progress two more. Tutoring, reading breakfast, bookcase and switch-on will continue next year. This will be supported by additional group and 1-1 phonic sessions from RWI.

The impact on progress from the Phonics scheme has yet to be seen due to the timeline of implementation. The funding has allowed for the purchase of progressive phonetic reading books and the time for the books to be organised and resources to be prepared. This will ensure consistency in delivery. Phonics will continue to be monitored.

The maths hub is a 3-5 year project. The maths staff meetings were well attended, resources were distributed and the concrete, picture, abstract method was modelled. Discussions with pupils suggest manipulatives are available and being used in some lessons to support learning, however the model was not consistently applied. The gaps seen in maths are taking longer to catch up. Leen Mills will continue with the project. Although disadvantaged pupils made progress towards their targets in small group maths interventions, not all achieved them. Interventions were most successful when the objective was specific ie relating to multiplication tables. Maths will continue to be a focus in 2022/2023.

### **Improved oral and language skills and vocabulary among disadvantaged pupils.**

Deep dives, conducted alongside a DfE improvement consultant, have indicated subject leads have good subject knowledge and are supporting staff well. VoAppulary is now an established practise across Key Stage 2; it allows for a pre-teaching of the vocabulary pupils will meet in a topic meaning all pupils start at the same point, raising confidence and knowledge. Taught vocabulary is filtering into the pupils written work. Pupil voice indicates that pupils are knowing more and remembering more from lessons which have included artefacts/practical elements.

Monitoring shows pupils who received the full NELI intervention made accelerated progress. Pace within the lessons was good and the consolidation section of the session was especially successful. However, only one group of pupils accessed the full intervention. This group consisted of 2 non-disadvantaged and 2 disadvantaged pupils. Although NELI will be continued next year, it will not be funded from the pupil premium funding.

Best practise relating to this will be shared/developed over the next year to ensure all pupils receive the very best opportunities.

**Cultural capital through improved opportunities for visits/visitors and first hand experiences.**

Pupils received increased opportunities to experience first- hand experiences eg world book day, Harvest Festival, virtual trips to Cresswell Craggs and speakers from the Primary Futures scheme. These help provide a broad and balanced curriculum and raise aspirations. A pupil premium only educational visit to the theatre is currently being planned.

Residential visits were reintroduced over the past year and no disadvantaged child, who wanted to attend, was excluded due to financial constraints. The benefits from these trips extend from experiencing new activities such as canoeing/rowing to improved behaviour/social interactions and healthy balanced diets.

The experience days in literacy have been an added bonus to providing first hand experiences, from role play to dressing up to music and film. All of these have enhanced knowledge and improved the quality of writing.

Forest school was used in the Foundation Stage. The number of disadvantaged pupils, who reached a good level of development in understanding the world, doubled from 28% to 57%. It also had positive impacts on gross motor skills and being imaginative.

**Improved social, emotional and mental well-being for all pupils in our school, particularly our disadvantaged students**

% of pupils in receipt of pupil premium funding were supported through Treehouse. Excellent relationships are developed between the nurture staff and the pupils who attend – this is extended to parents who often contact the Treehouse for support at home.

It has been difficult to fully evaluate the progress of pupils using Treehouse due to a fault on the Boxall Profile login system (Leen Mills is moving to a new system in the Autumn – awaiting training from the family SENDco). Boxall profiles are still completed at the start and end of an intervention.

Lego Therapy was a very successful intervention this year establishing confidence, turn taking and developing friendships. 100% of pupils who accessed this were able to maintain friendships.

## 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*

Programme	Provider
Take 5 breathing	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We offer a weekly services club which is accessed on a two week rota – week one for FS2 and KS1, week two for KS2. This is delivered by a TA who herself was part of a

	<p>services family whilst growing up and has a good understanding of the support needed to allow the pupils to settle into new situation, develop a community of similar pupils and stay connected to family and friends elsewhere. Additional to this targeted emotional support was offered to pupils whose parent were being sent on a tour, allowing them opportunities to write letters, emails and prepare for telephone contact.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>The wellbeing and confidence of the service pupils increased allowing all to make academic progress across the curriculum. They were happy to take ownership/responsibility for the Remembrance Day sales/displays in school.</p>

## Further information (optional)

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