



Pupil Premium Strategy Statement

At Leftwich Community Primary School, we believe in maximising the use of the Pupil Premium Grant by utilising a long-term strategy aligned to the school development plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

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 pupil in receipt of the PPG. 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 Principles

At Leftwich, our aim is to inspire all our children by providing them with opportunities to develop self-confidence to enable them to fulfil their full potential – whether that be academically or socially. We do this by ensuring:

- all staff are aware of who our disadvantaged children are; not just within their class, but across the school.
- all disadvantaged children benefit from the funding, not just those who are under-performing academically.

Our Priorities

In order to ensure that the use of the pupil premium grant is used in the most effective way for our pupils at Leftwich, we use our expert knowledge of our individual pupils; our expert knowledge of pupil needs as a collective and data information from previous years.

Disadvantaged Pupil Progress Scores

Measure	2017	2018	2019
Reading	-8.07	-1.24	0.23
Writing	-4.09	-1.79	0.17
Maths	-4.76	0.12	-1.08

Our priorities are as follows:

- To continue to close the gap for disadvantaged pupils by ensuring all pupils have full access to the National Curriculum, and they are supported to reach at least ARE, particularly in writing and maths.
- To ensure full access to extra-curricular activities, and to promote opportunities which provide life experiences.
- To enable parents to engage support, and engage with, the education of their children.
- To provide social and emotional support to enable all children to access, and engage with, their learning.

Our Strategic Approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises of three categories:

Teaching	Quality first teaching is essential to ensure the progress of all pupils. Teachers must have access to high-quality CPD, linked to our priorities, to ensure quality first teaching.
Targeted Academic Support	When a pupil needs support in addition to quality first teaching, structured interventions will be put in place. This includes small group tuition for targeted pupils in English and maths, and, where necessary, one-to-one support. Pupil premium children are a priority group when timetabling these interventions.
Wider Strategies	<p>Children can only achieve their full potential when their emotional needs are being met; a family support worker, ELSA and Play Therapy are integral to ensuring families are supported and focus on the needs of the whole child.</p> <p>Key to children's emotional well-being is positive self-esteem. The PPG enables school to provide disadvantaged pupils with uniform, ensuring a sense of belonging for children and reducing pressure for parents.</p> <p>Every child at Leftwich Community Primary School will have the opportunity to access a full curriculum, including trips and experiences, as well as having a range of enrichment activities, in addition to their normal curriculum. The school aims to ensure that during an academic year, a wide range of opportunities are provided for all children. No child should be disadvantaged when these opportunities arise and school staff will monitor closely the uptake of activities to ensure that key groups of children, such as SEND or disadvantaged, are benefitting from what we offer.</p>

Our Review Process

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 light-touch reviews annually.

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.

Individual targets are set for each pupil in receipt of the pupil premium grant, and their progress towards achieving these targets is analysed during termly pupil progress meetings. All relevant information is shared with subject leaders, the SENCO and parents.

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 Head of School and Pupil Premium governor are responsible for ensuring a pupil premium strategy is always in effect.

Pupil Premium Leads: Claire Harrison & Lynn Guy

Governor Lead: Sue Bain

Overview of Funding Available

Funding information 2019 - 20			
Total Number of Pupils	194	PP Grant Received per Pupil	£1320 <i>FSM</i> £2300 <i>Post Looked-after</i>
Number of Pupils Eligible for PP	73	Total PP Budget	£92,400
Funding Information 2020-21			
Total Number of Pupils	191	PP Grant Received per Pupil	£1320 <i>FSM</i> £2300 <i>Post Looked-after</i>
Number of Pupils Eligible for PP	71 (37%)	Total PP Budget	£93,420
Estimated Funding Information 2021-22			
Total Number of Pupils	197	PP Grant Received per Pupil	£1320 <i>FSM</i> £2300 <i>Post Looked-after</i>
Number of Pupils Eligible for PP	70	Total PP Budget	£93,000

Our Strategic Plan

Tier One - Quality First Teaching			
<i>Quality first teaching is essential to ensure the progress of all pupils. Teachers must have access to high-quality CPD, linked to our priorities, quality first teaching. Pupils will be ready to learn, and low-level disruptions will be minimal.</i>			
Intended Outcomes	All pupil premium children will catch-up and keep up. Pupils will make good progress because of quality first teaching which is evidence based and policy driven. Without low level disruption in class, pupils will remain focussed on learning and make good progress.	Success Criteria	All pupil premium children will be working at the expected standard. A proportion of pupil premium children (cohort specific) will be working at a greater depth.
Rationale	<p>The English curriculum will be driven by high-quality texts (Pathways to Read and Pathways to Write) and have a focus on reading comprehension; staff will receive CPD to enable this to be delivered successfully. The EEF (Education Endowment Foundation) indicates that reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming,</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Reading comprehension strategies High impact for very low cost, based on extensive evidence.</p> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="display: flex; gap: 5px;"> £££££ </div> <div style="display: flex; gap: 5px;"> 🔒🔒🔒🔒🔒 </div> <div style="background-color: red; color: white; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">+6</div> </div> </div>		

A mastery approach to teaching in English and Maths will ensure that all pupils secure their knowledge and understanding, before progressing onto the next topic. There are a number of analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress – according to the EEF.

Mastery learning

Moderate impact for very low cost, based on moderate evidence.



In-house CPD on effective behaviour management (Paul Dix philosophy) and a new strategy / policy 2019, will ensure low-level disruption in lessons is eradicated. The EEF suggests that, on average, behaviour interventions can produce moderate improvements in academic performance, resulting in an additional three months' progress.

Behaviour interventions

Moderate impact for moderate cost, based on extensive evidence.



Staff Lead

Claire Harrison and Lynn Guy

Implementation
& Monitoring

Year One (19-20)

- Behaviour CPD provided.
- Behaviour policy updated collaboratively with staff.

Year Two (20-21)

- Behaviour strategy fully imbedded.

Year Three (21-22)

- Curriculum fully embedded.
- Pathways to Read and RWInc fully embedded.

<p><i>How will the plan be implemented and monitored to ensure its success?</i></p>	<ul style="list-style-type: none"> • Teachers / TAs to provide additional support during lunchtimes to help improve behaviour. • Read,Write,Inc introduced – CPD provided – training, resources and leadership. • ‘Pathways to Write’ CPD and materials provided to staff – training, resources and leadership. • White rose CPD (in house) and premium resources provided – training, resources and leadership. • Provision map fully implemented to track the impact of interventions. • Curriculum review and re-alignment 	<ul style="list-style-type: none"> • New curriculum and new approach implemented. • School will join Readiness for Mastery – Maths Hub to provide training for Maths lead and KS1 teacher. • Readiness for Mastery CPD provided in house – resources and leadership. • Pathways to Read introduced – training and leadership. • RWInc to be further embedded. • Continued opportunities to share and observe best practice. • SLT to continue with a rigorous monitoring and follow-up timetable 	<ul style="list-style-type: none"> • Readiness for Mastery implemented. • A continued, relentless approach to ensure all children have access to quality first teaching and are making the aspirational progress expected.
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	<ul style="list-style-type: none"> • Provide opportunities to share best practice. • Forest Schools training – one member of staff. • Monitoring including, but not restricted to lesson observations, work scrutiny, pupil progress meetings and learning walks. 	<ul style="list-style-type: none"> • Introduce Forest Schools as a nurture activity to build social, emotional, mental health well-being. • Train a Forest Schools co-ordinator. 	
<p>Light-touch Review Notes</p>	<p><i>In light of COVID-19 and the school's forced closure, the impact of RWInc cannot be fully measured. However, assessments which took place with the English Hub showed children were making improved progress in phonics. The new curriculum will not be fully implemented until Spring 2021, having re-aligned the curriculum in order to address additional gaps in learning resulting from the school's closure. The new approach to managing behaviour was fully imbedded by January 2020 and was successful in reducing incidents of poor behaviour (as evidenced in Pupil Voice discussions and classroom</i></p>		

	<i>monitoring). The additional gaps in learning will add to the school's expenditure for Year two. The school will benefit from the government's Catch Up Grant – an additional £13,112 divided between the three terms. There will be additional costs for those who lead the school to address the gaps and further progress with our mastery curriculum.</i>				
Light-touch Review Assessment <i>Highlight as appropriate</i>	Quality First Teaching is Performing: Well Above expectations Above expectations As expected Below expectations Well Below expectations		Quality First Teaching is Performing: Well Above expectations Above expectations As expected Below expectations Well Below expectations	Quality First Teaching is Performing: Well Above expectations Above expectations As expected Below expectations Well Below expectations	
Anticipated Expenditure	Year One		Is expenditure expected to increase, decrease or remain the same going into Year two?	<p>Increase</p> <p>Decrease</p> <p>Remain the Same</p>	<p>Is expenditure expected to increase, decrease or remain the same going into Year three?</p> <p>Increase</p> <p>Decrease</p> <p>Remain the Same</p>

	Total expected expenditure:	£12000				
Actual Expenditure	Year One		Did expenditure increase, decrease or remain the same in Year two?	Increase Decrease Remain the Same	Did expenditure increase, decrease or remain the same in Year three?	Increase Decrease Remain the Same
	Total actual expenditure:	£12000				
Tier Two – 1:1 and Small Group Tuition						
<p>When a pupil needs support in addition to quality first teaching, structured interventions will be put in place. This includes small group tuition for targeted pupils in English and maths, and, where necessary, one-to-one support. Pupil premium children take priority when timetabling these interventions.</p>						
Intended Outcomes	All pupil premium children will catch-up and keep up. Pupils will make good progress and, when required, will receive support. This support will be carefully designed to meet the individual needs of each pupil.		Success Criteria	All pupil premium children will be working at the expected standard. A proportion of pupil premium children (cohort specific) will be working at a greater depth.		

Rationale

In-depth pupil progress meetings will take place half termly to ensure that all pupil premium pupils, who will benefit from 1:1 or small group tuition, are identified and support is quickly put in place.

Early identification is key, and children will be monitored as soon as they join Leftwich. The evidence suggests that early years interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families.

Early years interventions
Moderate impact for very high cost, based on extensive evidence.   

Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.

Small group tuition
Moderate impact for moderate cost, based on limited evidence.   

On average, SEL interventions (ELSA, Play Therapy, Forest Schools) have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.

	<p>Social and emotional learning</p> <p>Moderate impact for moderate cost, based on extensive evidence.</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4</p>		
Staff Lead	Claire Harrison and Lynn Guy		
<p>Implementation & Monitoring</p> <p><i>How will the plan be implemented and monitored to ensure its success?</i></p>	Year One	Year Two	Year Three
	<ul style="list-style-type: none"> • Provide opportunities to share best practice. • Half Termly pupil progress meetings. • CPD when required. • Provision map reviewed to assess impact of interventions 	<ul style="list-style-type: none"> • Provide opportunities to share best practice. • Half Termly pupil progress meetings. • CPD when required. • Provision map reviewed to assess impact of interventions 	<p>A continued, relentless approach to ensure all children have access to quality first teaching and are making the aspirational progress expected.</p> <ul style="list-style-type: none"> • Provision map reviewed to assess impact of interventions.
Light-touch Review Notes	<p><i>It is difficult to measure the impact of ELSA and Play Therapy for the last academic year since school was forced to close, to the vast majority, for a long period of time due to COVID-19. The closure also prevented Forest Schools from being introduced..</i></p>		

Light-touch Review Assessment <i>Highlight as appropriate</i>	1:1 and Small Group Tuition is Performing: Well Above expectations Above expectations As expected Below expectations Well Below expectations		1:1 and Small Group Tuition is Performing: Well Above expectations Above expectations As expected Below expectations Well Below expectations		1:1 and Small Group Tuition is Performing: Well Above expectations Above expectations As expected Below expectations Well Below expectations	
	Anticipated Expenditure	Year One		Is expenditure expected to increase, decrease or remain the same going into Year two?	Increase Decrease Remain the Same	Is expenditure expected to increase, decrease or remain the same going into Year three?
Total expected expenditure:		£40,000				
Actual Expenditure	Year One		Did expenditure increase, decrease or remain the same in Year two?	Increase Decrease Remain the Same	Did expenditure increase, decrease or remain the same in Year two?	Increase Decrease Remain the Same

	Total actual expenditure:	
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Tier Three – Enrichment, Parental Engagement and Emotional Well-being

Every child at Leftwich Community Primary School will have the opportunity to access a full curriculum, including trips and experiences, as well as having a range of enrichment activities, in addition to their normal curriculum. The school aims to ensure that during an academic year, a wide range of opportunities are provided for all children. No child should be disadvantaged when these opportunities arise and school staff will monitor closely the uptake of activities to ensure that key groups of children, such as SEND or disadvantaged, are benefitting from what we offer. All children and families also have access to the Family Support Worker.

Intended Outcomes	<p>All pupil premium children will engage with enrichment opportunities provided by the school.</p> <p>The parents of pupils in receipt of the pupil premium grant will work in partnership with</p>	Success Criteria	<p>All pupil premium children will engage with enrichment activities provided by the school.</p> <p>Parents will report that they are working as a partnership with the school.</p>
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	the school to ensure the best outcome for their child.		
Rationale	<p>Increasing parental engagement in primary schools has on average two to three months' positive impact. There is some evidence that supporting parents with their first child will have benefits for siblings.</p>		
	<div data-bbox="488 403 1993 536"> <p>Parental engagement Moderate impact for moderate cost, based on moderate evidence.</p> <p>    </p> </div>		
<p>There is recent evidence from the UK that sports participation can have a larger effect on, for example, mathematics learning when combined with a structured numeracy programme (with one study showing an impact of up to ten months' additional progress). In this circumstance, the 'participation' acted as an incentive to undertake additional instruction.</p>			
<div data-bbox="488 734 1993 900"> <p>Sports participation Low impact for moderate cost, based on limited evidence.</p> <p>    </p> </div>			
<p>Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils.</p>			

	<p>Arts participation</p> <p>Low impact for low cost, based on moderate evidence.</p> <p style="text-align: right;">    </p>		
Staff Lead	Claire Harrison and Lynn Guy		
<p>Implementation & Monitoring</p> <p><i>How will the plan be implemented and monitored to ensure its success?</i></p>	Year One	Year Two	Year Three
	<ul style="list-style-type: none"> • Enriched curriculum opportunities -subsidised school trips and residential. • Subsidised music tuition. • Family support worker to include 1:1 support for identified families. • A variety of after school clubs offered. • Snack offered daily to all PP children. • Support with uniform, shoes, PE kit for all pupils in receipt of PPG. 	<ul style="list-style-type: none"> • Enriched curriculum opportunities -subsidised school trips and residential. • Subsidised music tuition. • Family support worker to include 1:1 support for identified families. • A variety of after school clubs offered. • Snack offered daily to all PP children. • Support with uniform, shoes, PE kit for all pupils in receipt of PPG. • ELSA training for additional assigned ELSA in school 	<ul style="list-style-type: none"> • Enriched curriculum opportunities -subsidised school trips and residential. • Subsidised music tuition. • Family support worker to include 1:1 support for identified families. • A variety of after school clubs offered. • Snack offered daily to all PP children • Support with uniform, shoes, PE kit for all pupils in receipt of PPG.

	<ul style="list-style-type: none"> • 123 Magic courses offered termly to targeted parents and families. 	<ul style="list-style-type: none"> • 123 Magic courses offered termly to targeted parents and families. 	<ul style="list-style-type: none"> • 123 Magic courses offered termly to targeted parents and families.
<p>Light-touch Review Notes</p>	<p><i>The Family Support Worker continued to work with, and support, families during lock down. Weekly welfare calls were made to all pupils, with the FSW making additional weekly calls to vulnerable families. School converted old laptops to Chrome books and gave these to those families who were unable to access the VLE or other online resources. 123 Magic was run once a term and we still have a waiting list because there is a high level of need. COVID will cause us to have to re-think how we go about running future courses – perhaps Teams or Zoom. Extra-curricular clubs will not run for at least the first term in the next academic year, due to COVID restrictions, therefore there will be a slight reduction in costs.</i></p>		

<p style="text-align: center;">Light-touch Review Assessment</p> <p><i>Highlight as appropriate</i></p>	Enrichment and Parental Engagement is Performing:		Enrichment and Parental Engagement is Performing:		Enrichment and Parental Engagement is Performing:	
	Well Above expectations		Well Above expectations		Well Above expectations	
	Above expectations		Above expectations		Above expectations	
	As expected		As expected		As expected	
	Below expectations		Below expectations		Below expectations	
Well Below expectations		Well Below expectations		Well Below expectations		
<p style="text-align: center;">Anticipated Expenditure</p>	Year One		Is expenditure expected to increase, decrease or remain the same going into Year two?	<p style="text-align: center;">Increase</p> <p style="text-align: center;">Decrease</p> <p style="text-align: center;">Remain the Same</p>	Is expenditure expected to increase, decrease or remain the same going into Year three?	<p style="text-align: center;">Increase</p> <p style="text-align: center;">Decrease</p> <p style="text-align: center;">Remain the Same</p>
	Total expected expenditure:	40,000				
<p style="text-align: center;">Actual Expenditure</p>	Year One		Did expenditure increase, decrease or remain the same in Year two?	<p style="text-align: center;">Increase</p> <p style="text-align: center;">Decrease</p> <p style="text-align: center;">Remain the Same</p>	Did expenditure increase, decrease or remain the same in Year two?	<p style="text-align: center;">Increase</p> <p style="text-align: center;">Decrease</p> <p style="text-align: center;">Remain the Same</p>

	Total actual expenditure:	
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