

# Pupil premium strategy statement – Leamington Hastings C of E Academy

*Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.*

*All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.*

*If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.*

*Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.*

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	31
Proportion (%) of pupil premium eligible pupils	0% PP 6% PP+
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23
Date this statement was published	1 <sup>st</sup> December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Suzanne Marson
Pupil premium lead	Suzanne Marson
Governor / Trustee lead	Joe Twinn

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£0 PP £4, 200 PP+
Recovery premium funding allocation this academic year	£2000
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£6200

## Part A: Pupil premium strategy plan

### Statement of intent

At Leamington Hastings C of E Academy we have high expectations and ambitions for all our pupils, including those eligible for pupil premium funding. Our aim is that all children within school, regardless of background, make good progress and achieve to the best of their ability. Achievement is based not only on academic success, but also encompasses developing learning behaviours, enabling the living out of our vision 'plant, grow, flourish'. We aim that each child will acquire the key knowledge and skills for their year group across all subject areas, enabling them to achieve the best that they possible can.

The aim of the pupil premium strategy is to consider the challenges faced by vulnerable children such as those who qualify for free school meals, those who have or have had a social worker and those who have a family support worker or are young carers. This is implemented through carefully assessing children and their gaps in learning. In school assessments identify where children are experiencing difficulties e.g. retrieval in reading comprehension or spelling skills in writing. The information included in the strategy aims to support the needs of these identified children enabling them to achieve well, along with those throughout the school, regardless of if they are disadvantaged.

Ensuring that an effective teacher is in front of every class and that every teacher is supported to keep improving is the top priority for our pupil premium spending as this is proven to have the greatest impact on closing the disadvantaged attainment gap. This will benefit not only the disadvantaged children, but those who are non-disadvantaged. Therefore, in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy links with our education recovery plans, targeting support at identified individual children whose education has been negatively impacted using school-led tutoring. This identified group includes both disadvantaged and non-disadvantaged children.

We have identified that a specific group of children continue to be impacted with regards to their learning behaviours since the pandemic, mainly perseverance, independent learning and the ability to use resources. As a result, this is included within our strategy.

This academic year, there has been no awarded pupil premium funding. Therefore, this strategy applies to recovery premium funding only.

## Challenges

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

Challenge number	Detail of challenge
1	Learning behaviours. Observations by teachers in the classrooms indicate that some children are experiencing difficulties with their ability to persevere, work independently and use resources effectively.
2	Writing quality and stamina. This remains the most impacted area in our KS1 children following on from the pandemic. Spelling has been identified as a barrier to children achieving the expected standard in writing, particularly for the lowest 20% of writers.  Whilst transcriptional knowledge is secure (with the exception of spelling for some children), compositional knowledge requires some support.
3	Early language skills. There are a number of children in school who are currently being supported by the speech and language therapist, or who have been referred to the speech and language therapist and are awaiting an assessment. There are also children who are supported by the speech and language therapist to develop their understanding of language, with these children having significant gaps in their knowledge and understanding of vocabulary compared to their peers. We are noting that year on year, increasing numbers of children are joining EYFS with reduced language skills and need in school support, not reaching the threshold needed for refer to speech and language services.
4	The need for SEND support, including external referrals, have increased since the pandemic. A greater range of social, emotional and mental health needs, alongside behavioural needs, are evident through the school.  Social Emotional and Mental Health needs have been identified for some children, including identification and understanding of feelings, and self-regulation
5	Physical difficulties have been identified for the children who qualify for PP+ with the support of external professionals

## 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 learning behaviours across the school	Observations and assessments indicate that children demonstrate that they can learn independently (age appropriately) and live out the school learning behaviours. This will be evidenced through the way children engage with lessons and learning tasks, persevering and putting effort into their work.

	Outcomes for the end of each key stage, including phonics, will be at least broadly in line with national averages.
Children in school are calm and have the ability to identify and self-regulate their emotions. All children in school are effectively supported with their social, emotional and mental health needs met.	The school is a calm environment, enabling all the learn. Those with behavioural and SEMH needs are well supported by effective adults who assist in co regulation and intervene prior to crisis points.
Improved oral language skills and vocabulary in EYFS & Year 1	At the end of EYFS & KS1, assessments and observations indicate that the gap has been narrowed towards age related expectations for those who have previously identified to have experienced difficulties, with those taking part in intervention making accelerated progress.
Improved writing outcomes within KS1	Children will have developed their spelling skills, enabling their working memory to focus on compositional skills. Children will have further developed their compositional skills, being able to write with coherence and have developed a stamina for writing. Outcomes for the end of each key stage will be at least broadly in line with national averages.
Physical difficulties have been identified for the children who qualify for PP+	The identified children will have made progress with their physical needs, as determined by external professionals.

## 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: £3, 850

Activity	Evidence that supports this approach	Challenge number (s) addressed
A focus on quality first teaching, with teachers and TAs receiving support from a teaching coach (£1,800). Focus	The use of a highly skilled, instructional teacher coach has shown to have an impact on the improvement of teacher pedagogy. Evidence	2, 3

<p>to be on metacognitive approaches and sustained shared thinking, developing speech and language across the school.</p>	<p>suggests the use of metacognitive strategies can be worth the equivalent of an additional +7 months' progress when used well.</p> <p>The EEF five a day strategy demonstrates that explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and the use of technology are well evidenced as providing a positive impact on learning, all of which are focussed on as part of coaching sessions.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a>  <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes">https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes</a></p>	
<p>Support from the teaching coach to develop a school wide writing approach, including long term plan and assessments, with a focus on building compositional knowledge. (costs included above for teaching coach, plus £200 teacher release time)</p> <p>A new whole school spelling approach, following on from the phonics approach taught in reception and year 1. (Teacher release time to write the scheme 1 hour per week, £1, 600)</p>	<p>Producing quality writing is a complex process but a number of different strategies are likely to help, depending on the current skills of the writer. These include: pre-writing activities; drafting, editing and revising; and sharing. Research indicates that children must develop fluency in these skills to the point that they have become automated. If children have to concentrate to ensure their transcription is accurate, they will be less able to think about the content of their writing. Furthermore, research suggests that spelling should be explicitly taught. Teaching should focus on spellings that are relevant to the topic or genre being studied.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf</a></p> <p>Gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</a></p>	2
<p>Improved oral language skills and vocabulary in EYFS &amp; Year 1 through the use of recasting, modelled language and the use of oracy throughout the curriculum.</p> <p>Staff training in 'time to talk' programme (£250)</p>	<p>Time to talk training enables staff to be trained to deliver the Wellcomm screening and intervention packs, supporting children to close the gap and catch up with their peers.</p> <p>The WellComm toolkits were developed by Speech and Language Therapists at Sandwell and West Birmingham Hospitals NHS Trust with the aim of providing easy to use support for everyone involved with children experiencing speech and language difficulties. Requiring no specialist expertise, Wellcomm quickly identified areas of</p>	2, 3

	<p>concern in language, communication, and interaction development in order to ensure early targeted intervention. Targeted provision with effective monitoring has proven to be effective for boosting language development, alongside a language rich environment.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Law_et_al_Early_Language_Development_final.pdf">https://educationendowmentfoundation.org.uk/public/files/Law_et_al_Early_Language_Development_final.pdf</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £1, 960

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group interventions, using the WellComm 'Big Book of Ideas' intervention programme, following on from screening all children as they join the school, following on from Time to Talk training.</p> <p>1.5 hours per week TA time (£980)</p>	<p>The WellComm toolkits were developed by Speech and Language Therapists at Sandwell and West Birmingham Hospitals NHS Trust with the aim of providing easy to use support for everyone involved with children. Requiring no specialist expertise, they quickly identify areas of concern in language, communication, and interaction development in order to ensure early targeted intervention.</p> <p>The use of oral language interventions has been shown to have a progress impact of 6 months +.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Law_et_al_Early_Language_Development_final.pdf">https://educationendowmentfoundation.org.uk/public/files/Law_et_al_Early_Language_Development_final.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	3
<p>Targeted physical intervention using activities identified and provided by external professionals, using PP+ funding.</p> <p>1.5 hours per week TA time (£980)</p>	<p>Targeted Teaching Assistant time to deliver interventions to support the identified needs of children</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	5

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

Budgeted cost: £2,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A focus on the Zones of Regulation throughout every day practise, with a larger focus during mental health week. Zones are promoted as part of the restorative justice approach.</p> <p>Targeted emotional support for those individuals as identified as needing support with naming and identifying their emotions through pictorial prompts and representations through emotional stories. (3 hours per week TA time, £1, 960)</p> <p>A member of staff released to undertake youth mental health first aider course (cost of release time to undertake course £170)</p>	<p>Research has shown that a whole school approach to social and emotional development has a positive impact on children from a social development perspective, as well as a small impact on an academic basis. However, this is a specific target as advised by professionals for some children in school who are considered disadvantaged. There are also studies that demonstrate a positive impact of the Zones of Regulation on children's self-regulation skills.</p> <p><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></p> <p><a href="https://www.zonesofregulation.com/research-evidence-base.html#:~:text=The%20Zones%20of%20Regulation%20is,%2C%20and%20social%2Demotional%20theories.">https://www.zonesofregulation.com/research-evidence-base.html#:~:text=The%20Zones%20of%20Regulation%20is,%2C%20and%20social%2Demotional%20theories.</a></p>	4
<p>A continued focus on learning behaviours, built into the school rewards system on a weekly basis. A half termly focus on each learning behaviour that is promoted and understood throughout the school.</p>	<p>There is evidence that the use of metacognition has a positive impact of 7+months progress. The school learning behaviours are based upon metacognition, with teachers explicitly teaching, modelling and verbalising these skills to the children.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p>	1

**Total budgeted cost: £7940 (includes £1740 from school budget)**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

End of year results for the cohort were strong in the context of Covid 19, with results at expected standard above the national averages.

#### Communication and language, reading and writing

During the course of the academic year, the purchase of the Wellcomm screening and intervention tools, along with associated staff training, enabled some children to be identified who needed further support in this area. All children who were receiving Wellcomm intervention made progress with their speech and language, with the gap between them and their peers either having closed or be closing. This strategy will continue into next year, including further training for an identified Teaching Assistant, who will lead on speech and language interventions in Early Years as we are aware that some children are joining the school with speech and language needs.

Strong phonics progress was made by children across the school, with staff training taking place for all staff and fidelity to the programme. The purchase of the programme and the additional Teaching Assistant time provided daily enabling children to be taught in designated year groups supported this progress. Keep up support was also successful, enabling children to learn alongside their peers and to close any gaps that may exist. As a result, 91% of children achieved the expected standard in the year 1 phonics check, despite this year group being the highest impacted by Covid in the school.

#### Maths

The use of the NCETM mastering number programme, with additional Teaching Assistant time to enable this to be taught in year groups, resulted in children who were able to close the gaps in their maths fluency skills that had been identified due to Covid.

#### School led tutoring

A small group of four children were identified to take part in school-led tutoring. All children were identified in assessments as closing the gap between themselves and their peers, although the gap did not fully close for all children.

#### Quality first teaching

The use of a teaching coach has enabled developments in the quality of teaching and learning across the school, leading to high quality first teaching for all as evidenced by

monitoring and pupil outcomes. This will continue as part of a three year strategy to continue to ensure that children are receiving the highest quality teaching possible.

### Social, Emotional and Mental Health

The use of an emotion coaching approach to support children who are experiencing difficulties with self regulation, or to coregulate with children, has been successful. Although some children are still at co-regulation stage, most children are able to self regulate their emotions well. Some children need support to label and understand the feelings associated with emotions, so the strategy will continue with this as a focus for the next academic year as part of a 3 year strategy focusing on mental health.

### Learning behaviours

Although as a whole school learning behaviours have improved following covid, for some identified children these continue to need to be worked on. Behaviours such as perseverance, effort and concentration will continue to be a focus into the next academic year as part of a 3 year strategy.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
WellComm screening and intervention package	GL Assessment
Little Wandle phonics programme	Little Sutton and Wandle English Hubs

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A

**Further information (optional)**

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