

Pupil Premium Strategy Statement 2021-2022

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	Leamington Hastings C of E Academy
Number of pupils in school	35
Proportion (%) of pupil premium eligible pupil	5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	19.12.2021
Date on which it will be reviewed	6.9.2022
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	£2690
Recovery premium funding allocation this academic year	£2000
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	£4690

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 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 our school learning behaviours have been impacted by the pandemic, mainly perseverance, independent learning and the ability to use resources. As a result, this is included within our strategy.

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 children are experiencing difficulties with their ability to persevere, work independently and use resources effectively following partial school closures. This is evident in both disadvantaged and non-disadvantaged children.

2	Early language skills. There are an increasing 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 disadvantaged 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.
3	Maths. Internal data indicates that children's knowledge of maths facts and their ability to apply these fluently has been impacted by partial school closures and absence rates due to Covid.
4	Writing. Internal data indicates that children's stamina for writing, independence when writing and knowledge of spelling patterns has been impacted by partial school closures and absence rates due to Covid.
5	Phonics. During partial school closures, children's knowledge of phonics was impacted, with this being a key focus for the recovery curriculum. During Covid, the phonics knowledge of disadvantaged children has not kept in line with their peers.

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	Observations and assessments indicate that children demonstrate that they can learn independently (age appropriate) and live out the school learning behaviours. This will be evidenced through the way children engage with lessons and learning tasks.
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 between disadvantaged and non-disadvantaged pupils, with those taking part in intervention making accelerated progress, demonstrated by speech and language scoring. This will also be evident through engagement in lessons and the quality of vocabulary used throughout learning tasks.
Improved maths fluency skills	End of year assessments will indicate that most children have gained the identified maths fluency skills for their year group, with those who are behind closing the gap. Children who have been identified to achieve age related expectations using in school data and ambitious targets will achieve this.

Improved writing outcomes	End of year assessments will indicate that who have been identified to achieve age related expectations using in school data and ambitious targets will achieve this, demonstrating writing with stamina and knowledge of spelling structures. Those children who are behind in writing will be closing the gap between themselves and their peers.
Improved phonics knowledge	End of year 1 data will indicate that all children other than those who have an EHCP will achieve the year 1 phonics screening check. 100% of year 2 children will achieve the phonics screening check by the end of their year 2 year.

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: £7956.17

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of a teaching coach to mentor teachers three times per academic year, developing excellent pedagogy in the classroom including coaching in metacognitive approaches</p> <p>£1800</p>	<p>The use of a highly skilled, instructional teacher coach has shown to have an impact on the improvement of teacher pedagogy. Evidence suggests the use of metacognitive strategies can be worth the equivalent of an additional +7 months' progress when used well.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation/ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	<p>1, 2, 3, 4, 5</p>
<p>Purchase of Wellcomm screening and intervention programme for the Early Years (up to 6 years of age)</p> <p>£427.75</p> <p>Training for staff to ensure assessments and interventions are interpreted and administered correctly</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 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>https://educationendowmentfoundation.org.uk/public/files/Law_et_al_Early_Language_Development_final.pdf</p>	<p>2</p>
<p>A fully synthetic, systematic phonics and early reading scheme implemented and fully resourced throughout the school, including matched phonetically decodable books and associated resources. Little</p>	<p>Systematic, synthetic phonics is a key approach to early reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p>	<p>2, 4, 5</p>

<p>Wandle chosen as a validated scheme that promotes high levels of oracy and includes spelling within its approach.</p> <p>Training and coaching for all staff in this approach.</p> <p>£3248.02</p>		
<p>Additional Teaching Assistant time for 1 hour daily in KS1, meaning the children can be take part in phonics, maths fluency and spelling sessions in their single year groups.</p> <p>£2480.40</p>	<p>The teaching of maths fluency and a systematic, synthetic phonics program has shown to have an impact on the progress children make. Research also promotes that spelling should be explicitly taught. Being able to teach this in single year groups means that the learning can be targeted at the needs of the children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf</p>	3, 4, 5
<p>Taking part in the new NCETM mastering number program, with an identified lead for each key stage who attends training on a half termly basis and feeds this into their lesson plans and support for other members of staff.</p>	<p>The new Mastering Number program aims that children will leave KS1 with secure fluency in calculation and flexibility with the manipulation of number.</p> <p>https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/</p>	3

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

Budgeted cost: £1421.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Engaging with school-led tutoring for children whose education has been most impacted by the pandemic, including identified disadvantaged children. £384 (Funded by school-led tuition funding - £202.50, funding from this strategy - £181.50)</p>	<p>Small group tuition will take place for two lots of thirty minutes per week throughout the spring term. This will be after school, using a qualified teacher that knows the children well. Tuition will be targeted at identified phonics gaps in session 1, and spelling / writing gaps in session two. Children targeted are those at risk of falling behind in year 1, recognising that these children have not experienced a full academic year of schooling. This group includes disadvantaged children.</p> <p>It is proven that small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind,;: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>4, 5, 1</p>
<p>Daily keep up support taking place for identified children who are behind in their phonics learning, including those who are disadvantaged. This will include those who need support to pronounce phonemes correctly.</p> <p>Allocated 30 minutes per day TA time £1240.20</p>	<p>Research has shown that those who take part in keep up support as apposed to catch up support make progress in sustaining learning alongside their peers.</p> <p>https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p>	<p>2, 5</p>

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

Budgeted cost: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A renewed whole school focus on identified learning behaviours, linked to metacognition, with a theme per half term. Learning behaviours built into reward systems with certificates and stickers.</p>	<p>The learning behaviours link in with metacognitive strategies, teaching children how they learn.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	<p>1</p>
<p>Ensure all staff continue to apply their emotion</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-</p>	

coaching training, including this as part of the induction program for new members of staff.	learning-toolkit/social-and-emotional-learning	
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Total budgeted cost: £9377.87 (includes a contribution from school budget of £4687.87)

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.

<p>Support for eligible pupils to access uniform, after school provision, school trips, clubs, etc.</p>	<p>Those eligible for benefits related pupil premium did not have a requirement to access uniform this school year. Due to partial school closures and the ongoing pandemic, many school trips did not take place and there were a reduced number of clubs in place. Some clubs were moved from after school to lunch time bubbles, with priority given to those who are disadvantaged.</p>					
<p>Additional support to work on reasoning skills in maths</p>	<p>No validated data due to the ongoing pandemic and partial school closures. However, internal data demonstrates that prior to partial school closures, children were developing a greater ability to reason both in terms of their ability and confidence. Despite partial school closures, 82% of children left year 2 having met the required standard in maths last academic year. This continues to be supported through maths lessons and will be supported through the new mastery number program to be implemented in the 2021/22 academic year.</p>					
<p>Additional support to hear children read regularly / increase phonics skills</p> <p>Teaching of Phonics / SPaG skills to take place in small groups with intervention for those at risk of not passing phonics test</p>	<p>No validated reading data due to the ongoing pandemic and partial school closures. Internal data demonstrates that children display greater fluency when reading aloud, with 82% of children leaving year 2 having met the required standard in reading last academic year, despite partial school closures. Teaching children in designated year groups since 2018/19 has resulted in a significant number of children achieving the required standard in the phonics screening check, following a dip in results.</p>					
<p>Children achieving expected standard in phonics</p>		<p>2015 - 16</p>	<p>2016 - 17</p>	<p>2017 - 18</p>	<p>2018 - 19</p>	<p>2019 – 20 (completed in Autumn term 2020)</p>
		<p>83%</p>	<p>41%</p>	<p>71%</p>	<p>83%</p>	<p>86%</p>

Nutfield language program to take place in EYFS to support those with an identified need	The impact of this was difficult to assess due to partial school closures and the ongoing pandemic. Whilst those who took part in the program did benefit from the program in terms of language development, it was very labour intensive and difficult to deliver whilst operating within bubbles. Different approaches will be explored for the academic year 2021/22.
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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