

Pupil Premium Strategy Statement

LEYS FARM JUNIOR SCHOOL

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	Leys Farm Junior School
Number of pupils in school	133
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022
Date this statement was published	Dec 2021
Date on which it will be reviewed	Dec 2022
Statement authorised by	Miss S Thomas
Pupil premium lead	Mrs AM Wass
Governor / Trustee lead	Mrs S Tipler

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,215
Recovery premium funding allocation this academic year	£7,685
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	£79,900

Part A: Pupil Premium Strategy Plan

Statement of Intent

The Pupil Premium Grant was introduced in 2011 for children eligible for free school meals, children whose parents serve in the armed forces and for looked after children; its purpose was to close the attainment gap between these groups of children and their peers. In 2013 the DfE introduced Pupil Premium Plus funding for looked after children and previously looked after children. In doing this, the DfE acknowledged the enduring impact of trauma and loss in children's lives and the key role that schools have in supporting children who have had a difficult start in life.

At Leys Farm Junior School (LFJS), we have high aspirations and ambitions for all of our children regardless of life experiences and are committed to providing opportunities to enable these children to realise their potential through all aspects of school life.

We recognise that some pupils, including those from disadvantaged backgrounds, may need additional support to help to overcome their barriers to learning. LFJS is a place where everyone can succeed and is committed to diminishing differences between vulnerable pupils and their less disadvantaged peers. Pupil Premium forms a vital part of this process. The targeted and strategic use of Pupil Premium funding (PPF) will help us to achieve our vision to raise attainment and accelerate progress for eligible pupils, whatever their academic starting point and potential. A tiered approach will be adopted to improve outcomes for all children.

We ensure quality first teaching, learning opportunities and high aspirations in the classroom meets the needs of all pupils to achieve or exceed age related expectations.

Targeted academic support and structured interventions for small groups and individuals who will benefit from pre-teach sessions including developing the use of language across the curriculum. Wider strategies to support with attendance and SEMH challenges are also a priority at LFJS.

Appropriate provision will be made for pupils who belong to vulnerable groups, ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. We recognise that not all pupils who receive free school meals will be socially disadvantaged and not all who are socially disadvantaged will be registered or qualify for free school meals.

We will also use the Pupil Premium grant in areas where eligible pupils including those identified as being socially disadvantaged show a particular aptitude, but where their parents' financial circumstances may prevent them from accessing specialist coaching or instruction.

We will rigorously monitor the impact of strategies used and review provision in the light of tracking data and other evidence through assessment and Pupil Progress Meetings.

Governors are involved in monitoring the attainment between different groups of pupils. Funding is allocated using identified priority classes, groups and individuals.

Implementation

The use of Pupil Premium funding (PPF) is to diminish differences between those pupils receiving it and their non-Pupil Premium peers. All our work through PPF will focus on raising the achievement of disadvantaged children to reach or exceed their age-related expectations.

To do this we will analyse our data thoroughly and use this to help inform our decision making to maximise the impact of our pupil premium spending.

Teaching staff will be involved in the analysis of data and identification of pupils' area of need.

The range of provision will include:

- High Quality Teaching - EEF review of the evidence on Special Educational Needs in Mainstream Schools found strong evidence that explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies, are key components of high-quality teaching and learning for all pupils.
- Good quality feedback (to foster self-esteem and confidence).
- Use of high quality additional and support resources.
- High quality additional support delivered by a teacher or trained Teaching Assistant (TA).
- Individual or small group intervention programmes to support learning (additional reading, maths, phonics and REST activities).
- Early identification of SEMH and use of timely provision.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote values and enhance learning.
- Effective data analysis.
- High expectations for those pupils who could flourish further with the appropriate intervention.
- Curriculum enrichment opportunities (visits, visiting theatres, sporting opportunities, extra-curricular clubs).
- Family engagement and attendance (breakfast club, homework support, pastoral support, transition support).

Challenges

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

Challenge number	Detail of challenge
1	<i>Despite the attainment and progress gap showing some evidence of narrowing across the academic year 2020/21 across standardised reading assessments, evidence shows many children lack the skills required to fully interpret texts within their reading.</i>
2	<i>Despite the attainment and progress gap showing some evidence of narrowing across the academic year 2020/21 the gap remains significant between PP and non-PP children in writing with gaps in their use of wide and varied language and poor spelling strategies.</i>
3	<i>Despite the attainment and progress gap showing some evidence of narrowing across the academic year 2020/21 across standardised maths assessments, evidence shows that the barriers preventing children from achieving more highly are those of reasoning and varied fluency.</i>
4	<i>The attendance gap between PP and non-PP children from September 2020 to July 2021 was 3.44%, with PP attendance standing at 93.76% and non-PP attendance standing at 97.2%. The gap during the autumn term is higher at 6.04%. School continues to see a small level of persistent absence.</i>
5	<i>A significant number of our children demonstrate a lack of resilience towards their learning, low self-esteem and low aspirations. This has impacted children with greater levels of Social, Emotional, and Mental Health: this has been further compounded by the COVID pandemic.</i>

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
<p><i>To narrow the gap for PP and disadvantaged children in reading attainment through a focus on comprehension and language development.</i></p>	<ul style="list-style-type: none"> • High Quality Teaching. English support strategies linked to reading, phonics and language development. • Testbase scores improved for PP children to enable the gap between PP and non-pupil premium children to be narrowed. • Greater percentage of PP will achieve at least ARE in reading by the end of Y6. • A greater percentage of children will make accelerated progress in reading for all year groups. • Dyslexia Gold data will demonstrate that all pupils are making progress and the gap between PP and non-PP has narrowed.
<p><i>To narrow the gap for PP and disadvantaged children in writing attainment through a focus on rich and varied language development and improved strategies in spelling.</i></p>	<ul style="list-style-type: none"> • High Quality Teaching. English support strategies linked to writing, phonics, spelling and language development. • Testbase scores for SPAG improved for PP children to enable the gap between PP and non-pupil premium children to be narrowed. • Greater percentage of PP will achieve at least ARE in writing by the end of Y6. • A greater percentage of children will make accelerated progress in writing and spelling for all year groups. • Dyslexia Gold data for spelling will demonstrate that all pupils have made progress and the gap between PP and non-PP has narrowed.
<p><i>To narrow the gap for disadvantaged children in maths through a focus on the development of reasoning.</i></p>	<ul style="list-style-type: none"> • High Quality Teaching. Maths support strategies linked to tables, use of Bar modelling and the use of STEM sentences to support reasoning. • WRMH scores improved for PP children to enable the gap between PP and non-pupil premium children to be narrowed. • Greater percentage of PP will achieve at least ARE in maths by the end of Y6. • A greater percentage of children will make accelerated progress in maths for all year groups. • Targeted after school club will raise attainment in multiplication tables specifically for Y4 children.

	<ul style="list-style-type: none"> • Targeted after school for Y6 PP children to raise attainment in maths, diminishing gaps through Third Space Learning 1:1 tuition.
<p><i>To improve attendance and punctuality for a greater number of disadvantaged children.</i></p>	<ul style="list-style-type: none"> • Use of Learning Mentor to work with parents and families to improve attendance and punctuality through Early Help and action planning. • Breakfast and Books Club – free for PP children will support improvements in attendance and punctuality. • School participation in the National Schools Breakfast Programme and National Schools Milk Subsidy Scheme will provide all children including PP with a bagel and milk every day.
<p><i>To improve emotional well-being of all children including our most vulnerable and those with low self-esteem lack of resilience and low aspiration through a pastoral approach.</i></p>	<ul style="list-style-type: none"> • JIGSAW package and pastoral interventions for SEMH children. • REST (Resilience and Engagement Scale Toolkit) and activities will improve resilience and foster positive attitudes to learning. • Pupil voice will demonstrate that children’s resilience to learning has increased since 2020/21. • Pupil voice will demonstrate that a greater percentage of children are using Growth Mindset as a strategy for supporting their resilience in their learning. • Whole school focus on fostering positive growth mindsets through classroom displays and celebration assemblies. • Use of funding to include PP children in wider aspects of school curriculum. • Visits and visitors into school at least one per year group per term. • After school clubs targeting PP and disadvantaged children.

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: **£6000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional Qualified Teacher SEND (0.2 per week).</i>	EEF Guide to supporting school planning - Prioritising high-quality instruction in the classroom setting has new-found logistical barriers, but the principles of great teaching remain unchanged. Their recent review of the evidence on 'Special Educational Needs in Mainstream Schools' found strong evidence that explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies are key components of high-quality teaching and learning for pupils.	1, 2 & 3
<i>The systematic teaching of phonics is secured through daily phonics teaching, using Bounce Back Phonics.</i> <i>Whole class teaching of phonics by class teachers and small group interventions delivered by trained staff.</i>	According to the EEF, Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced barriers to learning.	1 & 2
<i>A consistent approach to marking and feedback, including the use of instant verbal feedback, flash marking and the use of A, B, C – Adult for extra support, Buddy for corrections and Challenge Questions.</i>	Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on task, subject and some self-regulation strategies; it provides specific information on how to improve. EEF.	1, 2 & 3

<p><i>Reinforcement of the Growth Mindset Approach has been implemented and is continuing to develop throughout school.</i></p> <p><i>Use of the REST (Resilience and Engagement Scale Toolkit).</i></p>	<p>Evidence gathered through REST and pupil voice indicates that Growth Mindset is helping to build resilience for PP children.</p>	<p>5</p>
<p><i>Daily carousel of reading activities for all of KS2 including DEAR (Drop Everything and Read on a Friday).</i></p> <p><i>VIPERS reading comprehension task weekly.</i></p> <p><i>Daily reading for PP, including lowest 20%.</i></p> <p><i>Reciprocal reading groups delivered by trained staff.</i></p>	<p>Reading comprehension strategies are high impact on average (6+ months). Alongside phonics, it is a crucial component of early reading instruction. EEF.</p>	<p>1</p>
<p><i>Systematic teaching of Jigsaw PSHE programme by class teachers to ensure children’s wellbeing is placed at the heart of teaching and learning.</i></p> <p><i>Weekly teaching of myHappyMind activities to increase resilience and emotional well-being.</i></p> <p><i>Creative Therapies counselling used to support specific individual needs.</i></p>	<p>The EEF cites that children make 4 months’ additional progress through the use of social and emotional learning programmes. As a school, we use PSHE and RSE sessions, assemblies and other targeted approaches to supplement whole class teaching.</p>	<p>5</p>
<p><i>Annual licences for Reading Plus – Upper Key Stage 2, Ed Shed, TT Rockstars, Purple Mash.</i></p>	<p>Overall, studies investigating the use of digital technology find that it is associated with moderate learning gains of, on average, an additional 4 months’ progress over the course of a year. Evidence suggests that technology should be used to supplement rather than replace, other teaching activities and interactions (EEF).</p>	<p>1, 2 & 3</p>
<p><i>Testbase assessments increase the accuracy of assessments, hence enabling a diagnostic approach to improving achievement.</i></p>	<p>As a school we have been able to measure the progress of children much more effectively and accurately through the use of structured assessments as this provides a high level of consistency when assessing and allows diagnostic assessment of understanding, which is cited as an important factor in supporting children’s learning by the EEF.</p>	<p>1, 2 & 3</p>

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

Budgeted cost: **£35,115**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Qualified Teacher Booster Classes (National Tutoring Programme - one day per week per year group cohort targeting predominantly PP children).</i>	EEF Guide to supporting school planning - Prioritising high-quality instruction in the classroom setting has new-found logistical barriers, but the principles of great teaching remain unchanged. Our recent review of the evidence on 'Special Educational Needs in Mainstream Schools' found strong evidence that explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies are key components of high-quality teaching and learning for pupils.	1, 2, & 3
<i>Additional school-based tutoring aimed at improving identified skills in Maths for 15 PP Y6 children through Third Space Learning.</i>	The EEF cites that small group tuition has an average impact of four months' additional progress over the course of a year. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.	3
<i>Additional school based 1:1 reading aimed at providing reading opportunities for children in Y5 and Y6 who are not making expected progress through the use of Reading Plus.</i>	The EEF suggests that reading comprehension can be improved by teaching pupils' specific strategies to check how well they comprehend, and to improve comprehension in sections of text that present difficulties. This can be achieved effectively through 1:1 reading as specific gaps in understanding can be easily pinpointed.	1
<i>1:1 reading opportunity aimed at promoting a love of reading for PP children across the school for the lowest 20% (visiting governors). Reading Reward (children read 5 times a week for 10 weeks) used to provide books as prizes (started September 2021).</i>	Research around the performance of Pupil Premium children by the Literacy Trust has shown that children from disadvantaged backgrounds are less likely to read frequently outside school than their peers. They are also less likely to have books of their own and to read a broad range of materials, including books, magazines and emails.	1
<i>Teaching Assistants to support teaching and learning.</i>	EEF Guide to supporting school planning - Evidence consistently shows the positive impact that targeted academic support can	1,2,3 & 5

	have, including for those pupils who are not making good progress across the spectrum of achievement.	
<i>Learning Mentor</i>	EEF Guide to supporting school planning - It is clear that planning to continue to support families and sensitive communication with parents and carers will prove vital.	4 & 5

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

Budgeted cost: **£32,9965**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Support is provided in a timely manner by the Learning Mentor through Early Help and close working partnerships with families. Attendance is addressed through Early Help.</i>	There has been a big increase in the number of families requiring support via the Early Help arena. Children who need help and protection require support as soon as any need is identified in order to prevent further problems arising and to provide the appropriate support and signposting that families need.	4 & 5
<i>TA Support for Focus Groups in Class.</i>	EEF Guide to supporting school planning - Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.	1,2,3 & 5
<i>Dyslexia Gold Screener.</i>	EEF Improving Literacy in KS2 Recommendation 2 - Prioritise understanding pupils' current capabilities and teaching accordingly. Most pupils benefit from an emphasis on reading fluency in Key Stage 2 but some may continue to need support with foundational reading capabilities such as decoding.	1 & 2
<i>Counselling and 1:1 support to address specific difficulties with emotional wellbeing, behaviour and mental health through the use of Creative Therapies and myHappyMind.</i>	Whilst there is limited evidence currently around 1:1 support and approaches, a recent meta-analysis suggested that programmes aimed at promoting pupils' resilience and well-being could have a significant impact on academic achievement.	5
<i>Non-class-based TA allocated specifically to supporting vulnerable</i>	EEF studies cite that while mentoring appears to have a small positive impact on academic outcomes, some studies have	5

<i>children at unstructured times.</i>	found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.	
<i>Headteacher presence at lunchtimes to support with pastoral issues and promotion of well-being.</i>	The EEF cite that both targeted interventions and universal approaches to managing behaviour have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. As a school we deem relationships to be crucial in managing behaviour sustainably and as such, have a presence around school at all times in order to build relationships with all children.	5
<i>To provide a range of enrichment opportunities to support children's holistic development and emotional well-being through the use of extra-curricular visits and visitors to assist with raising aspirations.</i>	Research by the EEF has shown that behavioural and social/emotional interventions can make moderate improvements in academic performance, along with a decrease in problematic behaviours. Targeted approaches to building SEL have greater impact than whole class approaches and should be used in conjunction with whole school approaches to have greatest impact.	1, 2, 3, 4 & 5
<i>Subscriptions (TT Rockstars, Spelling Shed, WRM, Reading Plus, Testbase.</i>	EEF Digital Technology Summary - Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.	1, 2 & 3
<i>Reading books, Reading Reward books, Library books and Maths resources.</i>	EEF Improving Literacy in KS2 - Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text.	1 & 3

Total budgeted cost: £74,110

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.

Desired outcomes:

	<i>Desired outcomes and how they will be measured:</i>	<i>Success criteria:</i>	<i>Impact:</i>
A.	<p>Quality of Education: To ensure that all children, including disadvantaged children, receive a broad, balanced and rich curriculum.</p> <p>To narrow the attainment gap between disadvantaged children and non-disadvantaged, with disadvantaged children making progress in line with their non-disadvantaged peers.</p>	<p>All children, including those who are disadvantaged, will have access to all aspects of the curriculum. Disadvantaged children will be inspired to engage with learning as much as non-disadvantaged children (pupil voice).</p> <p>In reading, writing and maths, the attainment gap will be narrowed for disadvantaged children compared with non-disadvantaged children, within school and nationally.</p> <p>In reading, writing and maths, the progress gap will be narrowed between disadvantaged children and non-disadvantaged children.</p>	<p>As a school we ensured that all children had full access to the curriculum during the spring term lockdown and modified the curriculum where this was required. Families were contacted on a personal basis if they required additional support to access and engage with home learning. PP and disadvantaged were encouraged to attend school to work in their 'bubble'.</p> <p>Remote learning was provided through Class Dojo from November 2020 and through Microsoft 365 from January 2021.</p> <p>28 laptops were provided for children working at home and 72 iPads were purchased for children in school.</p> <p><i>Breakdown of data to follow.</i></p>

		In reading, writing and maths, the number of disadvantaged children achieving greater depth (GD) will be in-line with non-disadvantaged children.	
B.	<p>Behaviour & Attitudes:</p> <p>Children’s attitudes to learning are positive for all groups of learners.</p> <p>All children have high attendance and punctuality.</p>	<p>Attendance of disadvantaged children will increase, narrowing the gap between the attendance of disadvantaged children and all children.</p> <p>Behaviour will improve for vulnerable children, compared to 2019/20 in terms of the number of incidents.</p>	<p>Attendance data shows that the gap between PP and non-PP children from September 2020 to July 2021 was 3.44%, with PP attendance standing at 93.76% and non-PP attendance standing at 97.2%.</p> <p>There were 14 persistent absentees which reduced to 6 by July 2021.</p> <p>There was only one exclusion of a one-day fix term (non-PP) in academic year 2020-2021.</p>
C.	<p>Personal Development:</p> <p>Children will be encouraged to develop their wider talents and interests.</p> <p>Pastoral interventions will develop children’s confidence, resilience and independence.</p>	<p>Scaled scores will demonstrate an improvement in soft data outcomes such as eye contact, self-esteem, listening and attention, resilience, learning behaviour for all children receiving pastoral interventions.</p> <p>The uptake of after school clubs by disadvantaged children will increase to be in line with uptake by non-disadvantaged children.</p> <p>Disadvantaged and LAC children will access wider school opportunities including buddies, sports ambassadors and school council.</p>	<p>Clubs and other wider school opportunities were not possible in the early part of 2021 due to the Pandemic. These began again in the summer term as well as Breakfast and Book Club being established in May 2021.</p> <p>Nurture groups and other 1:1 pastoral support activities continued to take place. Clubs took place from April 2021.</p> <p>Scaled scores from counselling, 1:1 support and other pastoral interventions demonstrated an increase in key well-being indicators in a sample of children taken from work done with Learning Mentor.</p> <p>Staff report that most children demonstrated a good level of resilience upon coming back into school; however, teachers reported, resilience did drop</p>

		All children will build their emotional resilience following the COVID-19 pandemic, including disadvantaged children.	amongst a number of our more vulnerable children across the school. Where this was identified, the school was proactive in seeking additional support to respond to identified needs on an individual basis using REST activities.
D.	<p>Leadership & Management:</p> <p>To improve staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment.</p> <p>To ensure that all staff prioritise building relationships with all children in order to raise aspirations.</p>	<p>The PP Champion and Designated Teacher for LAC will ensure that staff have a secure knowledge of all disadvantaged children, including those who are Looked After, to ensure effective high-quality teaching and learning for all.</p> <p>Teaching and support staff will have access to appropriate resources, training and knowledge to enable the gap between disadvantaged children and non-disadvantaged children to narrow.</p> <p>The PP Champion and Designated Teacher for LAC will monitor provision for disadvantaged children to ensure a consistent, inclusive and holistic approach to supporting these children.</p> <p>The behaviour policy will reflect a greater emphasis on relationships and restorative practice.</p>	<p>All teachers are provided with up to date information regarding vulnerable children; this is resent as new children are added or children leave. Staff meetings and CPOMS have also supported with ensuring that staff know the vulnerable children and their specific needs.</p> <p>All staff have received attachment training and all staff have had access to online attachment, trauma and emotion coaching training.</p> <p>An INSET day for all staff provided training around trauma and emotion coaching to teaching staff.</p> <p>The Jigsaw curriculum has been adopted by the whole school alongside REST activities. Children are beginning to use these statements to express their feelings and there is an increased awareness of mental health and resilience strategies.</p> <p>Restorative practice is assisting children to resolve conflicts within the guidelines of the behaviour policy.</p>

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
TT Rockstars	Maths Circle
Spelling/Maths Shed	Ed Shed
WRM	White Rose Maths
Reading Plus	Reading Solutions
Dyslexia Gold	Dyslexia Gold

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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

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.

Report completed by Mrs AM Wass, December 2021.