

Pupil Premium Strategy Statement

LEYS FARM JUNIOR SCHOOL

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	135
Proportion (%) of pupil premium eligible pupils	39% (52 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2024, 2024-2025, 2025-2026
Date this statement was published	Dec 2023
Date on which it will be reviewed	Dec 2024
Statement authorised by	Miss S Thomas
Pupil Premium Champion	Miss S Thomas
Governor / Trustee lead	Mrs S Tipler

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,495
Recovery premium funding allocation this academic year	£7,250
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	£81,745

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 expectations, 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 and diminish their barriers to learning. LFJS is a place where everyone can succeed and is committed to diminishing differences between vulnerable/disadvantaged pupils and their less, disadvantaged peers. Pupil Premium forms a vital part in 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 high quality 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 also 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.

Wherever possible, we will use the Pupil Premium funding 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, data analysis and Pupil Progress Meetings.

Governors are involved in monitoring the attainment between different groups of pupils, including disadvantaged. 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 and Ofsted findings on Special Educational Needs in Mainstream Schools found strong evidence that explicit instruction, scaffolding, flexible grouping and cognitive and meta-cognitive 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 well-being 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) and providing necessary equipment such as P.E kits, school jumpers or cardigans (some pre-loved), etc.
- Family engagement and attendance (breakfast club, homework support, pastoral support, transition support, etc).

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 evidence of narrowing (-0.1 and -1.3 respectively) across the academic year 2022/2023 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 2022/2023 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 (writing attainment gap -3.6 and progress gap-4.4 and GPS attainment gap -2 and progress gap -2.8).</i>
3	<i>Despite the attainment and progress gap diminishing for Maths narrowing (1.3 and 0 respectively) across the academic year 2022/2023 in standardised maths assessments, evidence shows that the barriers preventing children from achieving more highly are those of problem solving, reasoning and varied fluency in the current Y3 to Y6 cohorts.</i>

4	<i>The attendance gap between PP and non-PP children from September 2022 to July 2023 was 0.82%, with PP attendance standing at 93.64% and non-PP attendance standing at 94.46%. 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. Poor home learning environments, a lack of parental engagement and lack of support such as reading at home, etc. This has impacted children with greater levels of Social, Emotional, and Mental Health and a higher than average referral rate to CAMHS for ASD and/or ADHD diagnosis.</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
<i>To narrow the gap for PP and disadvantaged children in reading attainment through a focus on comprehension skills (particularly inference) and language development.</i>	<ul style="list-style-type: none"> • High Quality Teaching. English support strategies linked to reading, phonics and language development. • Improved teacher assessment 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. • Embedding and ensuring fidelity of Little Wandle Phonics across school and working with the English Hub • Implementation of 'readonyourhead' a low-stakes quiz software within lower KS2 to encourage reading for pleasure • Dyslexia Gold data will demonstrate that all pupils are making progress and the gap between PP and non-PP has narrowed. • Reading Plus data will demonstrate that all pupils are making progress and the gap between PP and non-PP has narrowed within upper KS2.
<i>To narrow the gap for PP and disadvantaged children in writing and GPS attainment through a focus on rich and varied language development and improved strategies in spelling.</i>	<ul style="list-style-type: none"> • High Quality Teaching of writing, including English support strategies linked to writing, phonics, spelling and language/vocabulary development.

	<ul style="list-style-type: none"> • Demonstrate that all pupils are making progress and the gap between PP and non-PP has narrowed in writing and GPS. • Improvements in teacher assessment for GPS for PP children to enable the gap between PP and non-pupil premium children to be narrowed. • Consistent implementation of LFJS Writing Overview. • Greater percentage of PP will achieve expected standard or greater depth standard in writing by the end of Y6. • A greater percentage of children will make accelerated progress in writing and spelling in all year groups. • Greater engagement with Spelling Shed at home and in school, particularly by PP children. • 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>The gap between PP and non-PP has been diminished in Maths however this must be maintained for the current Y3 to Y6 cohorts and greater emphasis must now be on raising attainment in Y4 on passing the Multiplication Screen.</i></p>	<ul style="list-style-type: none"> • High Quality Teaching, including Maths support strategies linked to tables, use of Bar modelling and the use of STEM sentences to support problem solving and reasoning. • White Rose Maths (WRM) test scores and Testbase scaled scores improved for PP children to enable the gap between PP and non-pupil premium children to be narrowed within all cohorts. • Greater percentage of PP will achieve at least ARE in maths by the end of Y6. • Targeted after school club will raise attainment in multiplication tables specifically for Y4 children. • Regular access (at least 3 times per week) to Times Tables Rockstars for all at home and in school. • Targeted Maths tuition for Y6 PP children to raise attainment in maths, diminishing gaps through the use of Learning by Questions (LbQ).
<p><i>To improve attendance and punctuality for a greater number of disadvantaged children.</i></p>	<ul style="list-style-type: none"> • Pastoral Manager to work with parents and families to improve attendance and punctuality through the ATTEND Framework,

	<p>One Family Approach, Early Help and action planning.</p> <ul style="list-style-type: none"> • Breakfast and Books Club – free for PP children will support improvements in attendance and punctuality. • School participation in the National Schools Breakfast Programme will provide all children including PP with a bagel every day.
<p><i>To improve emotional well-being of all children including our most vulnerable/disadvantaged and those with low self-esteem, lack of resilience and low aspiration through emotion coaching and THRIVE activities.</i></p>	<ul style="list-style-type: none"> • JIGSAW package and pastoral interventions for SEMH children. • Whole school implementation of THRIVE. • Whole school Emotion Coaching led by the Education Psychology Team. • Zones of Regulation activities will improve resilience, self-regulation and foster positive attitudes to learning. • Pupil voice will demonstrate that children’s resilience to learning has increased since 2022/23. • Pupil voice will demonstrate that a greater percentage of children are using Growth Mindset as a strategy for supporting their resilience and attitude to 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 the school curriculum, including; visits or visitors into school at least one per year group per term, after school clubs targeting PP and disadvantaged children, residential visit subsidy and transport costs. • Access to free pre-loved school uniform as although school keeps costs down, further assistance in purchasing uniform may be necessary. • LFJS has a school pet, Tokyo Tortoise. He is an asset to school for support with mental health, wellbeing and development of resilience.

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: **£42,360**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>The systematic teaching of phonics is secured through daily, targeted phonics teaching, using Little Wandle Phonics.</i></p> <p><i>Whole class teaching of phonics by class teachers and small group interventions delivered by trained staff.</i></p>	<p>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.</p> <p>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.</p> <p>Targeted phonics interventions will therefore improve decoding skills more quickly for pupils who have experienced barriers to learning.</p>	<p>1 & 2</p>
<p><i>Qualified Teacher Booster Classes (National Tutoring Programme - targeting predominantly PP children) and aimed at improving identified skills in Maths and diminishing gaps in GPS.</i></p>	<p>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 meta-cognitive strategies are key components of high-quality teaching and learning for pupils.</p>	<p>1, 2, & 3</p>
<p><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 support/coaching for corrections and Challenge Questions.</i></p>	<p>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.</p>	<p>1, 2 & 3</p>

<i>Pastoral Manager</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
<i>Reinforcement of the Growth Mindset Approach has been implemented and is continuing to develop throughout school.</i> <i>Implementation of Zones of Regulation and THRIVE assessments completed.</i>	Evidence gathered through Zones of Regulation and pupil voice indicates that Growth Mindset is helping to build resilience and self-regulation for PP children.	5
<i>Daily carousel of reading activities for all of KS2 including:</i> <ul style="list-style-type: none"> • <i>VIPERS reading comprehension task weekly, with focus on specific comprehension skills.</i> • <i>Daily reading for PP, including lowest 20%.</i> • <i>Reciprocal reading and Echo reading groups delivered by trained staff.</i> • <i>DEAR (Drop Everything and Read on a Friday).</i> 	Reading comprehension strategies are high impact on average (6+ months). Alongside phonics, it is a crucial component of early reading instruction. EEF.	1
<i>Systematic teaching of PSHE through the Jigsaw programme by class teachers to ensure children's mental health and wellbeing is placed at the centre of teaching and learning.</i> <i>Whole class teaching of Zones of Regulation activities to increase resilience, self-regulation and emotional well-being.</i>	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.	5
<i>Annual licences for Learning by Questions (LbQ) for Y6, Reading Plus (Upper Key Stage 2), Ed</i>	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	1, 2 & 3

<i>Shed, TT Rockstars, Purple Mash, Dyslexia Gold, etc.</i>	year. Evidence suggests that technology should be used to supplement rather than replace, other teaching activities and interactions (EEF).	
<i>Testbase assessments increase the accuracy of assessments, hence enabling a diagnostic approach to improving achievement.</i>	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.	1, 2 & 3

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

Budgeted cost: **£17,440**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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 reading for pleasure for PP children across the school for the lowest 20% (visiting Reading Mentors). 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. These strategies are also designed to promote reading for pleasure and the enjoyment of reading.	1
<i>Teaching Assistants (TA) to support teaching and learning.</i>	EEF Guide to supporting school planning - Evidence consistently shows the positive impact that targeted academic support can have, including for those	1,2,3 & 5

	pupils who are not making good progress across the spectrum of achievement.	
<i>Targeted intervention, using the 5-point scale, THRIVE activities, Lego Play and Sand Play for those with additional needs and possible SEMH.</i>	The EEF cites that children make 4 months' additional progress through the use of social and emotional learning programmes.	5

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

Budgeted cost: **£21,945**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Support is provided in a timely manner by the Pastoral Manager through Early Help and close working partnerships with families. Attendance is addressed through the One Family Approach, Early Help arena and using the ATTEND Framework.</i>	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. The ATTEND Framework (DfE).	4 & 5
<i>TA support for focus/targeted 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</i>	Whilst there is limited evidence currently around 1:1 support and approaches, a recent meta-analysis suggested that programmes aimed at	5

<i>mental health through the use of specialist counselling to support specific individual needs.</i>	promoting pupils' resilience and well-being could have a significant impact on academic achievement. Mindala Therapy counselling sessions for PP children who need additional specialist support.	
<i>The HIVE is an indoor classroom led by a non-class-based TA allocated specifically to supporting vulnerable/disadvantaged children at unstructured times, such as lunchtimes and playtimes.</i>	EEF studies cite that while mentoring appears to have a small positive impact on academic outcomes, some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.	5
<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 clubs, 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 (LbQ, TT Rockstars, Spelling Shed, WRM, Reading Plus, Dyslexia Gold, Testbase, etc).</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>Fiction and non-fiction reading books, Reading Reward books, author of the half term collections, Maths resources, etc.</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: £81,745

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 2023 to 2024 academic year.

Desired outcomes:

<i>Desired outcomes and how they will be measured:</i>	<i>Success criteria:</i>	<i>Impact:</i>
	•	•
	•	•
	•	•
	•	•
	•	•

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/Literacy Shed Plus	Ed Shed and Literacy Shed Plus
WRM	White Rose Maths
Reading Plus	Reading Solutions
Dyslexia Gold	Literacy Gold
Purple Mash	Purple Mash
Jigsaw PSHE	Jigsaw
Learning by Questions (LbQ)	Learning by Questions
Zones of Regulation	Zones of Regulation
Little Wandle Phonics	Wandle Learning Partnership
Testbase	Testbase
THRIVE	Thriveapproach.com

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 Miss S Thomas, December 2023