

Pupil premium strategy statement Leighton Academy

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	Leighton Academy
Number of pupils in school	395 (Rec-Y6)
Proportion (%) of pupil premium eligible pupils	22% are in receipt of the Pupil Premium (85 pupils of 395 Rec-Y6)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	4 th November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Samantha Thompson, Principal
Pupil premium lead	Nick Jones, Vice Principal
Governor / Trustee lead	Diane Ridings Su Hawkes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95565
Recovery premium funding allocation this academic year	£12,325
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	£107,890

Part A: Pupil premium strategy plan

Statement of intent

We aim for our Pupil Premium and other pupils to develop the knowledge, skills and academic ability and achievement to ensure they reach their potential in all aspects of their life.

Through the holistic approach we use, this will enable each to access the programmes and support from staff and other agencies to empower them to progress. The investment in training for all staff will support the continuity of experience, support their well-being and through targeted interventions they will achieve and be the best they can be.

The range of intervention and support programmes will allow all of our pupils to access specific programmes of support which will be focused on their specific areas for development.

The focus on transferable knowledge and skills will support the pupils as they progress through school and prepare them for future education, training and life. We recognise the importance of well-being and equipping our pupils with the strategies, perseverance and resilience to manage life challenges and experiences. Through the multi-faceted approach we endeavour to give all our pupils positive and successful experiences.

Our strategy will combine the use of trusted, successful intervention programmes, staff training to ensure there is high quality teaching and support and access to a knowledge and vocabulary rich environment to stimulate their learning and interactions.

Challenges

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

Challenge number	Detail of challenge
1	Pupil mental health and well being
2	Pupil retention of information, knowledge and strategies.
3	Pupil early language development
4	Pupil progress and achievement in writing
5	Pupil attendance

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
Pupils access all learning and are able to self-regulate	<p>Pupils can focus in each lesson</p> <p>Pupils have and apply strategies to help themselves to calm and manage their emotions</p> <p>Pupils access support systems and staff to support their mental health and well being including developing resilience and perseverance.</p>
Pupils retain knowledge and prior knowledge is applied to new learning to advance learning and achievement.	<p>Staff receive CPD on metacognition and cognitive load theory. They apply strategies and techniques to support pupils' retention and application of transferrable knowledge.</p> <p>Pupils retain knowledge from prior learning.</p> <p>Prior knowledge is applied successfully to enable greater understanding of new concept and learning.</p> <p>Pupils make at least expected progress between Key Stages</p>
<p>Pupils make progress in the early language development and are achieving age expected standard.</p> <p>Pupils in EYFS achieve a good level of development in speaking and listening.</p> <p>Pupils who require SaLT are identified quickly, referred for support, receive intervention and achieve age expected parameter.</p>	<p>Pupils develop speech and language to communicate effectively and participate in reciprocal conversations.</p> <p>Pupils receive specialist support to improve speech and language needs</p> <p>Pupils can absorb, understand and apply key vocabulary including curriculum / subject vocabulary.</p> <p>Pupils' confidence in speaking and listening is improved following intervention and support.</p>
<p>Pupils develop greater writing fluency.</p> <p>Pupils achieve expected standard in writing.</p> <p>A greater number of Pupil premium pupils achieve greater depth in writing.</p>	<p>Pupils receive target writing units, developing writing skills and components.</p> <p>Pupils write with greater fluency and use appropriate sentence structure and punctuation.</p> <p>Pupils' letter formation is correct and achieve fluency in handwriting.</p> <p>Pupils can write for a range of purposes.</p>
Pupil attendance is at national expected percentage.	<p>Pupils are in school to receive teaching, interventions and make progress academically.</p> <p>Pupils socialise with their peers and develop friendships and skills to navigate everyday interactions.</p>

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: £ 32,075

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Employment of the Mental health lead and pastoral and welfare manager to support pupils and families through target interventions</i>	Pupils and families accessing mental health support programmes including animal assisted therapy, counselling and art therapy enables them to access learning and develop strategies to support anxiety	1
<i>Trauma-Informed Practice training and application of approach across the school</i>	https://tce.researchinpractice.org.uk/wp-content/uploads/2020/02/Developing-and-leading-trauma-informed-practice.pdf	1
<i>CPD, research and training in cognitive load theory and its application. CPD sessions to include across MAT, subject specific development and cross curricular links.</i>	Pupils' retention of knowledge is improved and can be applied to their learning enabling them to engage, achieve and progress across the curriculum. Knowledge is transferable and progressively builds throughout units of work and recall links between subjects and year groups to enable greater understanding, enjoyment and achievement. EEF gives an impact score of +7	2
<i>CPD phonics training for staff Floppy Phonics</i>	Staff have the skills and knowledge to teach phonics progressively maintaining fidelity to the Floppy Phonics approach from entry at age 2 through EYFS into KS1 and KS 2. Regular observations and assessments track pupil progress and inform additional target phonic intervention programmes. EEF gives an impact score of +5	2, 3, 4
<i>Specialist SaLT sessions with a NHS speech therapist and TAs trained to complete SaLT programme. CPD for staff to develop greater understanding of language development plus training to apply intervention and support programmes.</i>	Staff confidence, skills and knowledge to complete intervention programmes. Staff CPD and support from SaLT enables focused target activities and training develops staff knowledge and skills. Data shows pupil progress in well comm screening level, Renfrew language scores (information and grammar) and confidence in interactions in social situations. https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/communication-	1, 2, 3

<p>Staff to deliver specific intervention programmes including assessments.</p>	<p>andlanguage-approaches</p> <p>Can help pupils to make 6 months progress</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 59,615

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Reading o3 programmes</i></p>	<p>Pupil progress data from intervention completed. Reading recovery data. EEF gives an impact score of +4</p>	<p>4</p>
<p><i>Accelerated reader programme</i></p>	<p>Programme is widely used with EEF recommendation. Assessment data shows progress in pupil ZPD scores. Investment initially last year and engagement and progress very positive. Pupils are accessing more texts and reading more words with the pupil progress measured half termly and celebrated through millionaire readers and certificates. Further investment in texts and staff time for CPD and supporting pupils through reading interventions and comprehension development. EEF gives an impact score of +6</p>	<p>1, 2, 4</p>
<p><i>Specialist SaLT sessions with a NHS speech therapist and TAs trained to complete SaLT programme. CPD for staff to develop greater understanding of language development plus training to apply intervention and support programmes. Staff to deliver specific intervention programmes including assessments. SaLT delivers target intervention programmes</i></p>	<p>Data of pupils achieving age expected parameters. Well comm screening data. Renfrew data Staff confidence, skills and knowledge to complete intervention programmes. Staff CPD and support from SaLT enables focused target activities and training develops staff knowledge and skills. SaLT assesses pupils and develops specific speech and language support plans to be administered by staff and themselves. EEF gives an impact score of +6</p>	<p>3</p>
<p><i>Phonics intervention programme CPD for staff to deliver phonics programme. Regular assessments to</i></p>	<p>Phonic skills are key component to reading and writing. Fidelity to phonics programmes and the clear progressive structure ensures pupils develop and apply phonic knowledge to support</p>	<p>4</p>

<i>identify areas of need and track progress</i>	reading, writing and spelling. Additional targeted phonics sessions for pupils following assessments to focus teaching and learning. EEF gives an impact score of +5	
<i>Maths intervention programme</i>	Sandwell numeracy assessment data tracks progress of the pupils alongside NfER assessments. Pupil focus on retaining and building maths core skills. EEF gives an impact score of +4	2
<i>Provision of resources to support home learning to access homework tasks and online learning.</i>	Pupil access to tasks increases their opportunity to participate and achieve. Access to research and information supports knowledge development EEF gives an impact score of +5	2, 4
<i>Talking partners and well comm language interventions.</i>	Pupils develop and apply language in daily activities and access the curriculum more successfully. Data shows progress through well comm levels and information and grammar scores. Language development raises pupil self esteem and interactions with their peers and adults. EEF gives an impact score of +6	1, 2, 3, 4
<i>Tutors to complete target intervention programmes including writing development</i>	Pupils develop composition , grammar and writing skills and attain expected standard and an increase in greater depth achievement EEF gives an impact score of +4	2, 4

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

Budgeted cost: £ 16.200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Animal Assisted Therapy</i>	Pupils are able to self-regulate and manage their emotions in social situations and their learning activities	1
<i>Mental Health support sessions</i>	Pupils are able to self-regulate and manage their emotions in social situations and their learning activities	1
<i>Daily attendance checks and contact with families and support access to school</i>	Pupil attainment is higher for pupils with higher attendance	5

<i>Counselling sessions</i>	Pupils are able to self-regulate and manage their emotions in social situations and their learning activities	1, 5
<i>Rock steady music sessions</i>	Pupils confidence increases and broadens their range of experiences to develop aspirations	1, 2, 5
<i>Increase staff presence and interactions during less structured times. Staff training in well being and healthy active sessions. Increased availability of clubs for out PP pupils</i>	Staff to eat lunch with pupils, increase in staff ratio at play and lunch break times. Staff training to support pupils through emotion coaching and training to lead sports and games during unstructured times. Additional clubs to support all members of the family who attend Leighton EEF gives an impact score of +1	1, 2, 5
<i>Well being activities and social skills groups</i>	Pastoral staff availability for pupil and family checkins and to complete target well being programmes. Support for families including attendance and behaviour management and well being.	1, 5
<i>'Stronger Together' behaviour system Whole school ethos and approach. Training for all staff and investment rewards and shared achievement events.</i>	A collaborative whole school positive, collaborative approach to behaviour. This shared ethos inspires the pupils to celebrate our successes and positives. EEF gives an impact score of +4	1, 2, 3, 4, 5
<i>Co Jo Collaborative and cooperative skill development and self-esteem units</i>	Pupils work collaboratively to complete missions supporting each other through cooperative skills and use of language to complete missions. Pupils transfer the cooperative skills to other learning and problem solving developing social skills and other transferable skills.	1

Total budgeted cost: £ 107890

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 2021 to 2022 academic year.

The continuation of accelerated reader and its progress through school has demanded further investment in resources, training and daily reading time to maintain and further extend its positive impact.

Pupils progress in SaLT programmes including talking partners showed an average progress increase of 18 months. An increase of 33% of pupils accessed specialist SaLT support sessions. This has been reviewed and for the 2022/23 year we are introducing parent and child SaLT sessions in school to support families.

The positive impact of well-being sessions/ interventions with pupils and families has resulted in additional investment, training for staff and the continuation of the *Stronger Together' positive, collaborative behaviour system*. *These programmes have increased pupil engagement, ability to verbalise concerns and access clubs and lessons with more confidence.*

Representation on school teams has increased to more than 20% of members PP pupils. This is targeted further for the forthcoming year with additional clubs and team tournaments.

There was a significant number of PP pupils with SEND and EHCPs in Year 6 and although their data did not show achievement at expected standard a number increased their progress from PRE standards to Working towards with increased standardised scores.

Pupil Premium Summer 2022 data PP

Year	Reading				Writing				Maths			
	PRE	WT	EX	GD	PRE	WT	EX	GD	PRE	WT	EX	GD
Y1 (9)	11	33	56	0	11	56	33	0	0	44	56	0
37	14	16	62	8	14	24	54	8	8	19	68	5
Y2 (8)	0	25	75	0	0	38	63	0	0	38	63	0
59	3	22	53	20	2	36	53	8	2	27	47	22
Y3 (15)	0	20	60	20	7	47	47	0	0	13	80	7
60	3	17	52	28	8	30	48	13	2	18	50	30
Y4 (12)	17	17	58	8	25	42	33	0	25	8	42	25
59	10	17	45	28	12	40	47	2	10	10	41	38
Y5 (13)	8	31	62	0	0	62	38	0	15	15	62	8
60	3	29	53	15	5	37	51	7	2	20	71	7
Y6 (21)	0	38	52	10	10	29	57	5	0	38	48	14
84	0	21	49	27	2	23	57	17	0	18	50	30

Number of PP children in brackets ()
 All children in the year group in red.

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

None

Programme	Provider

Service pupil premium funding (optional)

We currently have no service pupils.

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

Further information (optional)

Our ethos is through a combination of whole school programmes augmented with target interventions comprising of academic and well being programmes. To develop our pupils' knowledge, skills and strategies that are flexible and transferable through school and their everyday life equipping them for now and in the future.

Our focus on the 'Stronger Together' positive, collaborative behaviour system inspiring pupils to work for each other as well as themselves.

We aim to work collaboratively with the LFLP Trust to collaboratively invest in staff training and development in meta cognition and cognitive load to support pupils and enhance teaching. The continuation of the No Outsiders project to support everyone in the inclusivity and valuing each other's contributions and successes.

There are additional interventions which will be accessed by our Pupil Premium pupils plus others. These may include: cool kids, memo, stile, emotion coaching, toe by toe, and others.

We aim to utilise the support and interventions which will potentially have the greatest benefit to the pupil through identification of need and assessments to inform baselines, progress and next steps.