

Leas Park Junior School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	269
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Governing Body
Pupil premium lead	Toni Hall /Cassie Bills
Governor / Trustee lead	Rachel Tempest-Mitchell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,575
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£9,424
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£103,999

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year

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Part A: Pupil premium strategy plan

Statement of intent

The aim of our pupil premium strategy is to enable ALL children at Leas Park the opportunity to succeed and engage with all aspects of school life. Whilst some children may be disadvantaged financially, we know that there are children in school who are vulnerable and disadvantaged for example because they have a social worker. We also understand that a large number of children have been significantly affected and disadvantaged by the pandemic .

Our strategy is to ensure high quality teaching for all children at Leas Park as this has been proved to have the greatest impact on closing the attainment gap, whilst sustaining the good progress of our non-disadvantaged children.

We aim to identify common barriers and challenges as early as possible to ensure interventions are rapid, accurate and effective.

Challenges

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

Challenge number	Detail of challenge
1	Low prior attainment on entry to school which impacts children's ability to engage in reading, writing and maths. Learning loss
2	Learning loss due to the pandemic, including experiences outside home, which impacts on vocabulary, creativity and knowledge, interest, and experience in the world.
3	Readiness to learn and resilience is not yet developed for some children which impacts on their perseverance in learning, progress, and attainment.
4	High levels of deprivation in the local area, parental confidence and low parental aspirations, which impacts on progress in school

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
To provide a wide range of opportunities and experiences	All children have had the opportunity to take part in clubs, trips and residential, and all children have been offered a broad range of in school experiences
To provide personalised opportunities for emotional and social development (e.g. social stories)	Identified children are better able to cope within the classroom and access learning, confidence and self esteem will increase and engagement with school will improve.
To increase the proportion of PP children reaching ARE and greater depth year on year in reading, writing and maths	Data and pupil progress meetings show the number / % of PP children at ARE and greater depth increases for each cohort.

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: £34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide quality first teaching across the school, ensuring gaps are identified and addressed swiftly in reading, writing and maths	https://educationendowmentfoundation.org.uk <ul style="list-style-type: none"> • Individual instruction toolkit • One to one tuition toolkit • Small group tuition toolkit • Reading comprehension strategies toolkit • Phonics toolkit 	1,2,& 3

<p><i>To provide opportunities for targeted 1:1 and small group support for identified children to increase progress and improve attainment in reading , writing and maths</i></p>		<p>1,2,& 3</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ [38,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support interventions are offered to identified children by both TA's and teachers as per our provision map and data analysis: phonics, guided reading, spelling, maths</p>	<p>https://educationendowmentfoundation.org.uk</p> <ul style="list-style-type: none"> • Teaching assistant interventions toolkit • ELSA referrals undertaken and daily use of support Hub provision manned daily 	<p>1,2 & 3</p>

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

Budgeted cost: £32 535

Activity	Evidence that supports this approach	Challenge number(s) addressed

Specific support/interventions are offered to identified children to support their social and emotional development- social stories, Lego, therapy, drawing, therapy, nurture	https://educationendowmentfoundation.org.uk <ul style="list-style-type: none"> • Social and emotional learning toolkit 	2 & 4
<i>Extra-curricular clubs are offered to identified children to support their self-esteem, social and emotional development (see termly club list)</i>		2 & 4
<i>Children have the opportunity to experience a rich and varied wide curriculum, which enhances their classroom learning</i>		2 & 4
<i>Engagement with hard to reach parents through various social and learning events at school (family lunches, SEND coffee mornings, workshops)</i>	https://educationendowmentfoundation.org.uk <ul style="list-style-type: none"> • Parental engagement toolkit 	4

Total budgeted cost: £ 83, 535

Part B: Review of the outcomes in the pervious academic year.

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022-2023 academic year

Internal data showed some positives outcomes enabling many of our pupils to make personal progress in all areas. Tracking and progress was successfully in place lead by our head of school. Pupil progress meetings were instrumental in ensuring appropriate support was offered and in place for identified children across the school.

Trips and visitors that happen in school have had a huge positive impact on how the children interact with school and learning.

Pupils developed socially and emotionally following the pandemic and the strategies and use of our support Hub to engage in ELSA sessions has been a crucial resource at times.

Externally provided programmes

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

Programme	Provider
The Great Project	Equation , Nottingham
NFFC- Sports	NFFC