Pupil premium strategy statement

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	Leyburn Primary School
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	5.9%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2020-2022
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Sarah Beveridge
Pupil premium lead	Sarah Beveridge
Governor / Trustee lead	Matt Dilworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 14 795
Recovery premium funding allocation this academic year	£ 16 600
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	£ 31 395

Part A: Pupil premium strategy plan

Statement of intent

- We believe that schools can make a difference in addressing the gap between disadvantaged pupils and their peers. Through great teaching based on evidence based research, careful planning and strategic use of resources, outcomes for all children can, and do, improve.
- Our focus is particularly on social, emotional and mental health and ensuring that all children view themselves as readers

Challenges

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

Challenge number	Detail of challenge
1	CPD for all staff is important to ensure a consistent approach across the whole school
2	Children enter nursery and reception with speech and language concerns
3	Early reading, writing and maths are affected as a result
4	Background knowledge, which supports language and reading comprehension, is limited
5	Social, emotional and mental health issues adversely affect readiness and ability to learn
6	Capacity to access online and remote learning is affected by lack of access to hardware and/or broadband

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
Children leave EYFS with good progress in all areas of development	GLD is 70%+
All children achieve ARE in reading and maths in all year groups	Reading and maths are 90%+ in all year groups
Social, emotional and mental health issues are identified and supported effectively	Clear progress for identified children

Computing and the use of google classrooms is embedded	This is evidenced across the school

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: £ 12000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching using an evidenced-based approach	Consistent CPD which can be shared with staff and returned to. National College and National Safety	1
High quality early reading and phonics teaching	Little Wandle, Letters and Sounds. This SSP has been validated by the DfE and the training has been undertaken by all staff to ensure fidelity	3
Reading for Pleasure is the entitlement of every child, yet how can we foster readers' desire and engagement?	Teachers Reading Group	3
Additional support for 2 ECT	High quality CPD and coaching supports those at the beginning of their careers	1

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

Budgeted cost:

Release of TA for NELI training and implementation - £2000

Sandwell diagnostic maths testing- £200

TA to deliver FirstClass@number - £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nuffield Early Language Intervention	The attainment gap between disadvantaged children and their more affluent peers opens early and continues throughout schooling. There is a wealth of evidence to show that early intervention has great potential to narrow the gap, but few nursery and reception year programmes have been rigorously tested for impact. This is why the EEF funded the Nuffield Early Language Intervention.	2
Accurate assessment of early numeracy	Diagnostic assessment of gaps in numerical knowledge accurately identified through Sandwell and then interventions for children are delivered through Firstclass@Number by a trained TA. Focus on years 2 and 3 initially.	3

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

Budgeted cost: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Direct experiences to support learning	Background knowledge supports reading comprehension	4
PSHE CPD for all staff	Raise the profile of this area and support teachers' expertise	5
Training for ATA in SEMH	Specific and targeted training will support in early identification	5

Total budgeted cost: £ 21,200

See separate Covid recovery plan for the use of this funding.

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.

Our primary focus last year was on ensuring that all children continued to make progress in reading. Four year groups were assessed as being 90+% at the expected level for reading at the end of 2021, despite having their education disrupted.

Supporting children with social, emotional and mental health was another priority with significant impact for targeted children.

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
NA	