

Pupil premium strategy statement

This statement details our school's use of pupil 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 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	167
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022- 23 2024- 25
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
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	£ 31 590
Recovery premium funding allocation this academic year	£ 0
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	£31 590

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.
- In order to make the most effective use of the funding, we have focussed carefully on where we feel that we can have most impact and so our aim is to ensure that all children view themselves as readers as we believe that being a fluent and confident is the key to future success.
- To encourage attendance for all children, and to make sure that they engage actively with all aspects of school, our priority is particularly on social, emotional and mental health, especially access to the outside through OPAL.

Challenges

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

Challenge number	Detail of challenge
1	Children enter nursery and reception with speech and language concerns.
2	Early reading, writing and maths are affected as a result.
3	Background knowledge, which supports language and reading comprehension, is limited. 50% of all children in receipt of pupil premium are achieving the expected level in reading. In year 2, 0 achieved this standard.
4	Social, emotional and mental health issues adversely affect readiness and ability to learn
5	Persistent absence for children in receipt of pupil premium is 13% but for children not in receipt of pupil premium is 8% so this is an area of concern. Children need to be in school to access planned learning.

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

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: £ 15 000

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 so we have 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
Planning a diverse curriculum with a wide, but carefully chosen, range of activities	https://www.gov.uk/government/publications/effective-practice-in-curriculum-planning	2

Reading for Pleasure is the entitlement of every child, yet how can we foster readers' desire and engagement, whilst supporting fluency?	Teachers Reading Group – Research Rich Pedagogies https://ourfp.org/findings/ https://onlinelibrary.wiley.com/doi/abs/10.1111/lit.12141	3
Additional support for 1 ECT in EYFS.	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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Plus	https://www.readingsolutionsuk.co.uk/reading-plus/what-results-can-be-expected/	2
TA interventions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2,3,4

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

Budgeted cost: £ 12 000

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 https://educationendowmentfoundation.org.uk/education-	5

	evidence/teaching-learning-toolkit/teaching-assistant-interventions	
Support for OPAL – senior MSA additional hours	https://outdoorplayandlearning.org.uk/the-opal-primary-programme/	4
Parental engagement	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5

Total budgeted cost: £ 27,000

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.

Our primary focus last year was on ensuring that all children continued to make progress in reading. Year 3 and Year 4 remain below where we would expect and so those year groups will continue to be a focus next year.

There has been some improvement in the proportion of children in receipt of pupil premium funding

Maths has been a success and year 6 made more than expected progress in the SATS 2023.

Supporting children with social, emotional and mental health was another priority with significant impact for targeted children. We achieved OPAL Platinum as a recognition of our work in this area.

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
Outdoor and Play and Learning	OPAL
Leading the Diverse Curriculum	Huh Academy
Reading Plus	Reading Solutions