

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	Leigh and Bransford Primary
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	6.9
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1
Date this statement was published	January 2022
Date on which it will be reviewed	September 2022
Statement authorised by	Standards committee
Pupil premium lead	Mr S Bill
Governor / Trustee lead	Mrs S Marshall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 9415
Recovery premium funding allocation this academic year	£ 3181
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	£ 12596

Part A: Pupil premium strategy plan

Statement of intent

We firmly believe that social (or other) disadvantage should not be a barrier any pupil having the same opportunities as others. Therefore, we will use our allocated budget to help to address any potential educational inequalities.

- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore, reserve the right to allocate the Pupil Premium funding to support any pupil or group of pupils the school has legitimately identified as being socially
- We also recognise that not all children who receive free school meals are socially disadvantaged
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed

Challenges

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

Challenge number	Detail of challenge
1	Lost learning during covid
2	Starting from a lower academic base
3	Costs being a barrier to curriculum enrichment activities
4	Uniform/equipment costs being a barrier to a sense of belonging

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
All pupils benefit from a rich and engaging curriculum	No pupil is barred from accessing the same opportunities as others due to financial constraints
Pupils rapidly make up for lost learning and lower academic starting points	Identified pupil groups make good progress

<p>Families are supported to feel included in all aspects of the school community.</p>	<p>Inequalities are identified and nullified by way of school support.</p>
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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: £ 2200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,2

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

Budgeted cost: £10390

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention work	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2
Additional TA support	Tuition targeted at specific needs and knowledge gaps can be an ef-	1,2

	<p>fective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
White Rose Tutoring	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2

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

Budgeted cost: £2700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for curriculum enrichment activities	Research shows that pupils who feel safe and happy learn more effectively.	3
Help with uniform and resources	Research shows that pupils who feel safe and happy learn more effectively.	4

Total budgeted cost: £ 15290

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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
N/A	