Pupil Premium Lees Primary 2025-6

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	Lees Primary School
Number of pupils in school	215
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022-2025
Date will be reviewed	Annually
Pupil premium lead	Mr Travers
Governor	Gareth Williamson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,500
Recovery premium funding allocation this academic year	£3,000
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	£39500

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium (PP) and additional monies are provided to school to enable and ensure that opportunities at Lees Primary are available for all pupils. Achievement and opportunities must be available to all equally.

By using strategies and approaches that have been evidenced through research, we aim for the highest level of support for all children. Adults provide the best additional support to children e.g. to catch up following the impact of Covid, to explain again or in another format, to meet a child's individual misconceptions, to listen to readers and to support Early Reading.

Lees through quality first teaching and support intends for all children to be able to achieve the highest of standards. At the same time, we ensure that all children are not aware of disadvantage and that all feel fully supported for and cared for.

Challenges

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

Challenge number	Detail of challenge
1	Difference of Opportunities and enrichment activities provided by home. E.g. wealth funds opportunities for extra-curricular sports/events, day trips, experiences.
2	Differing levels of home support and ability to provide basic needs E.g. support to listen to readers and the priority of education within the home, food support.

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
Progress in Reading	Achieve results in line with peers for achievement and progress at the end of the School Year.
Progress in Basic Skills (Writing, Maths)	Achieve results in line with peers for achievement and progress at the end of the School year.
Attendance	Improve attendance of disadvantaged pupils to bring in line with non-PP pupils.

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: *£ 29,890]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
LSA Daily Reading Supporting Early PP Readers £6,500	Phonics and Early Reading strategy. Little Wandle catch up/keep up Evidence that Reading has the greatest impact upon life chances. Additional support provided for PP readers.	2
LSA Phonics Reading Interventions. Daily. £7,000	Phonics interventions. Support for PP to revisit and reinforce to consolidate and ensure phonic sounds are embedded. Evidence to support that this enables pupils to master the basics for decoding.	2
LSA Support Daily Reading and Phonics for PP SEND X 5 children £7,500	SEND support and Daily Reading. Support needed for individual children.	2
LSA Phonics Intervention PP £3,000		2
LSA afternoon support for Foundation subjects £5,890		2

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

Budgeted cost: £5,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
LSA's in class to provide support for learning and catch up quickly learning gaps. £5,600	LSA targeted support to specific pupils. EEF research evidenced based states pupils +8 months when effective use of adult support provided. Strategies change to support PP children in the most effective manner.	2

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

Budgeted cost: £4,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent Involvement Worker (PIW) Nurture Groups £1,500	Nurture group and wellbeing sessions. Regular weekly support. Individual pupils and group support. Interventions so pupils' needs are met and ready for learning.	2
Uniform supplies. *£400*	Uniform does not impact directly upon learning, but impacts upon ethos, behaviours and self-esteem (mental wellbeing).	2
Parent Involvement Worker (PIW) *£796*	Whole family support provided and support for attendance.	1/2
Breakfast Club Attendance *£1,404*	Attendance to breakfast club and breakfast provided. Basic needs met and ready for learning. Decreases anxiety linked with impact of Covid and attachment to parent. Quieter start to the day, noticed impact upon learning.	1/2

Total budgeted cost: £39,990

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 Pupil Premium strategy is based upon the evidenced research of the impact of adult support for learning. We use monies to employ LSA's, to support PP children and our focus is Early Reading and Phonics as our first priority. Reading and additional support is provided e.g. phonics interventions.

CPD is provided and a focus upon Quality First Teaching across the whole of school.

Residentials and trips are subsidised to enable all PP children to have the opportunities to attend.

Specific staff provide further support with nurture programmes, attendance support, family support and wellbeing. Examples of nurture programmes include craft groups, reading groups etc. Links are made with the Parent Involvement worker and other agencies e.g. Early Help.

SENDCO receives leadership time to ensure PP and SEND children are provided with the support that they need e.g. Cycle provision with specific strategies to meet their needs.