

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Leyland Methodist Infant School
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	15% 30 pupils increase of 3% on last year
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Mrs Kathryn Melling
Pupil premium lead	Mr Richard Nuttall
Governor / Trustee lead	Mr Ryan Scott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,010
Recovery premium funding allocation this academic year	£5,416
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	£37,426

Part A: Pupil premium strategy plan

Statement of intent

As a fully inclusive school, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress relative to their starting point and achieve high attainment across all subject areas.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, including progress for those who are already high attainers. We will also consider the challenges faced by vulnerable pupils. The activity we have outlined in this statement is also intended to support their needs.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all pupils in our school. Implicit in the intended outcomes detailed below, is the intention that all pupils' attainment will be sustained and improved alongside progress for those pupils considered to have some disadvantage.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School Led Tutoring Programme for pupils whose education has been adversely affected.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils succeed. To ensure they are effective we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have high expectations of what they can achieve
- ensure disadvantaged pupils are challenged in the work that they're set
- track disadvantaged pupils' progress through pupil progress meetings and act early to intervene at the point where a need is identified
- provide effective intervention and support for disadvantaged pupils and work to close attainment gaps that may exist between these pupils and those not in receipt of pupil premium
- provide social and emotional support through nurture programmes, where social, emotional and/or behavioural needs may act as a barrier to learning

Challenges

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

Challenge number	Detail of challenge
1	Gaps in learning that still exist as a result of the disruption to learning from the pandemic. Take-up of remote learning in both lockdowns was

	lower in the infant school and also lower for pupils in receipt of pupil premium than their peers or older children in our junior school. Our observations and assessments have shown that our disadvantaged pupils have been the most adversely affected by the disruption to learning. Access to technology was also a major barrier for our infant families (NB there was no DfE support for devices for infant schools). Whilst these challenges have evolved since the immediate short term needs on our return to school, there are developing challenges still arising e.g. speaking and listening needs, making up ground with phonics, early maths concepts not necessarily secure etc. Time taken out for catch-up tutoring and intervention has meant other missed sessions. School needs to remain responsive to developing needs.
2	Social, emotional and behavioural needs have changed since the pandemic. Resilience, concentration, socialisation and even ordinary school routines have been harder for some of our pupils than traditionally seen.
3	Speaking and listening of our pupils on entry are significantly lower than previously seen. This has been the case with the last two cohorts - Sept 2021 and Sept 2022. Traditionally pupils in the school intake had oracy levels that were at least in line with national averages, with some children above national average on entry. Raising oracy standards now needs to be a priority. September 2023 intake had higher levels of oracy than the previous two years but this still remains an area for attention and further support via our PPG Strategy.
4	The school's multi-deprivation index has changed with the numbers of pupils in below average income families (categories D and E) rising from 2.4% in 2018/2019 academic year to 25.5% in 2021/22. (Figures available from Lancashire School Information Profile). This means more of our families face financial challenges than previous cohorts. Not all disadvantaged families appear to be claiming pupil premium as only 12% of pupils are in receipt of free school meals compared to the figure above. Therefore support for a wider group of disadvantaged pupils may be required than just those identified as eligible for PPG.
5	New schemes and resources have been put in place to support phonics and maths. However, some of the older cohorts have had to start these programmes part-way through the infant school. e.g. Baseline screening for the Little Wandle phonics scheme implemented in October 2021 shown that only 21% Y1 pupils (16% PPG pupils) were at the expected point for age-related phonics expectations. The rest of the cohort were a minimum of 6 months behind with 19% over 10 months behind. This has led to lower outcomes in Summer 22 as the programme had yet to be completed and would run into Autumn 22 for some of this cohort. The school has needed to be flexible with maths schemes as previous schemes used pre-pandemic were unsuited to the changing needs of pupils. Red Rose Maths scheme is in development and the early units for EYFS have worked well. We now need to extend this to other cohorts as new materials are developed.

6	Covering earlier learning has had to be prioritised and extra sessions for basic skills have had to be taken out of the wider curriculum time. This challenges progress in non-core subjects.
7	More pupils with additional SEND needs are entering school. Often children with newly diagnosed or undiagnosed needs enter school with no additional financial support such as an EHCP. It often takes up to two to three years for the local authority to recognise and fund an EHCP, which is at least two thirds of the SEND child's time in our Infant school unfunded. Existing school resources therefore, namely staffing, have to be deployed, sometimes to cover one-to-one ratios, which can comprise the ability for these staff to work with wider groups of children. Children identified via the EHCP as requiring special school places are often still not placed in specialist provision by the local authority for up to and including one year later.
8	To develop cultural capital, it is important that our children receive rich learning experiences in and out of the classroom. Costs to external venues with coach travel such as the Liverpool Philharmonic, Chester Zoo etc. are expensive. Many disadvantaged families cannot afford these opportunities.

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 ensure that the curriculum remains relevant to the evolving needs of our pupils, particularly those who may be at a disadvantage. It is ambitious and offers the opportunity to develop the cultural capital among all our pupils that is often considered to be synonymous with advantage.	The curriculum is dynamic in that it is regularly reviewed against current/changing needs. Where needs have changed or evolved, subject leaders have updated their curriculum needs analysis and review to ensure that their subject remains relevant. This is constantly evolving so that the curriculum continues to be effective. Rich, cultural opportunities are interwoven throughout the curriculum.
To ensure quality first teaching so that all children make good progress or better, and more children, particularly those who are disadvantaged who are closer to achieving ARE or above.	Children make at least good progress relevant to their starting points. The majority of children attain ARE or above with there is little or no disparity between disadvantaged and advantaged learners. Lessons are clearly sequenced to allow learning to progress so that pupils are able to achieve ARE or above. Sufficient levels of challenge and support are ensuring that disadvantaged pupils

	achieve well and progress is appropriate in line with their potential.
To improve reading attainment among disadvantaged pupils.	The use of commercially produced schemes are appropriate and effective in meeting the needs of our learners. Little Wandle phonics scheme is well embedded and tracking shows that the majority of children acquire phonics rapidly in line with the programme. KS1 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
To improve maths attainment for disadvantaged pupils at the end of KS1.	The use of commercially produced schemes are appropriate and effective in meeting the needs of our learners. Red Rose maths is well embedded and tracking shows that it is providing the appropriate level of challenge and support to our learners. KS1 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
To ensure that where more than first quality teaching is needed, effective intervention has provided the necessary support for children to keep on track to attain in line with their age and above and/or achieve well in relation to their starting points To target the lowest attaining 20% of pupils, especially in speaking and listening, reading and writing.	Children who are vulnerable to maintaining their progress or attaining ARE have received effective and timely support so that they achieve ARE and/or make good progress from their starting points. There is a well-trained team of staff able to deliver a wide variety of interventions which are delivered based on the needs at the time. Interventions are monitored regularly and reviewed for effectiveness. This monitoring evidences progress and impact.
To improve oral language skills and vocabulary among disadvantaged pupils. (Talk partners, teachers adapting lessons to adopt a collaborative approach to lessons)	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. The curriculum, particularly in EYFS, has been shaped to maximise speaking and listening opportunities so that oracy needs become less of a barrier to learning as the children progress through KS1.

	There is accelerated improvement from baseline figures and this shows that all children make at least good progress when assessed against their starting points.
To meet the wider needs of our children, by supporting and sustaining their emotional mental health and physical wellbeing, particularly our disadvantaged pupils.	Children are able to achieve their potential regardless of their entry points. Happy Minds, an NHS recommended programme to support positive mental health and emotional well-being is in place and offering effective support for our developing learners. The PSHE curriculum is regularly reviewed for impact and effectiveness Sustained high levels of wellbeing from 2024/25 demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations high participation in enrichment activities, particularly among disadvantaged 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: £12,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accessing training to increasing Oracy and writing opportunities across the curriculum including: Talk 4 Writing We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1, 3, 4, 7

£3000		
Purchase of additional materials to support Little Wandle Catch- Up programme £2000	Little Wandle is a DfE approved phonics scheme.	
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Fund teacher release time to embed key elements of guidance in school and to access Red Rose Maths resources and CPD (including Teaching for Mastery training). £2000	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	1, 4, 5
Implement THRIVE programme to support a behaviour curriculum SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff in EYFS £3000	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) THRIVE is a trauma-informed approach to support child's well-being and social and emotional behaviour	2, 7
Yarrow Schools Alliance £1000	School to school support. Support in subject leadership from Lancashire Learning Consultants to ensure subject leaders remain up-to-date with current thinking and research as well as have a networking opportunity to share effective practice with local schools	4, 6
Specialist Teacher support for pupils with SEND – consultation and staff training £1200	In line with SEND Code of Practice, children should have access to specialist teaching – staff can gain from this expertise and implement some specialist strategies following this support	1, 2, 3, 5, 7

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement intervention programmes to support: gaps in learning and to support pupils attaining closer to ARE including: Talk Boost Reception Talk Boost Year One Maths Rapid Recovery Paired Reading Comprehension Strategies Phonics Catch Up £13,000	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF School is also mindful of the EEF guidance on the use of teaching assistants. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1, 3, 4, 5
Continue to implement provision to deliver personalised learning to a small group for children with complex needs (Precision Teaching) overseen by educational psychologist £5000	There are many studies relating to Precision Teaching a recent article is linked below. A systematic review of the impact of precision teaching and fluency-building on teaching children diagnosed with autism Article Sep 2022	1, 3, 7

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

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Improve the quality of social and emotional (SEL) learning. Implement Happy Minds programme Happy Minds is funded by the NHS however PPg will support some PSHE lead and staff training time SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. £500	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) Happy Minds is an approved NHS programme.	2
Fund support for tailored nurture for children who may have social and emotional needs e.g. play therapy, art therapy etc including advice from specialist teachers or psychology service £3000		2
Top up funding to support expertise from REACH behaviour consultants (Behaviour Hub partially funds this support but PPg funds will meet the shortfall after the subsidy). £500	EEF recommends professional development support for staff involved in delivering behaviour interventions.	2
Attendance Lead time to cover attendance analysis, interventions and home visits to address persistent absence £2000	Whilst whole school attendance levels are good, there are a number of children who fall into the persistent absence category. It is the school's aim to reduce this number of pupils in this attendance category.	

Total budgeted cost: £ 36,200

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 2022 to 2023 academic year.

Evaluation of PPg Activity 2022-23

End of EYFS Outcomes – Cohort attained lower than national average but this represented good progress from starting points particularly in areas of speech and language and self-regulation. Further support for writing and self-regulation are planned for PPg pupils as they progress to KS1.

End of KS1 Outcomes

Reading: Pupils in receipt of PPg attained slightly above their non-PPG peers (71.4% compared to 69.5) at the expected plus standard. However there were no PPg pupils who attained greater depth compared to 37.3% of non PPG. This is an area of catch-up and may be because of the late acquisition of phonics.

Writing: Pupils in receipt of PPg performed lower than their non-PPg peers (42.9% compared to 62.7%). Again no pupil in receipt of PPg attained greater depth.

Mathematics: All PPg pupils attained the expected standard but no PPg pupil attained greater depth.

Purchase of a [DfE validated Systematic Synthetic Phonics programme](#) to secure stronger phonics teaching for all pupils.

The school has now completed two years of using the Little Wandle Scheme. The current Y1 children have started this from the beginning of YR and current Y2 started the scheme in October 2021. Results have improved dramatically with 96% of Y2 leavers (current Y3 in the Junior School) having passed the screening in either Y1 or Y2.

Y1 Phonics Screening: Due to the low number of PPG pupils in Y1 (5 pupils) it is difficult for percentages to be in line. 66.7% of Pupils in receipt of PPg passed the phonics Y1 screening compared to 72.5% of their non-PPg peers.

Y2 Phonics: Pupils in receipt of PPg performed slightly lower than their non-PPg peers with 83.3% pass rate compared to 92.9% pupils who retook the screening. This translates to one PPg child not passing compared to two non-PPg.

Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Fund teacher release time to embed key elements of guidance in school and to access WhiteRose Maths resources and CPD (including Teaching for Mastery training).

The school has stopped using White Rose Maths and was in the process of transitioning to Red Rose maths as it was felt that this approach to the teaching of maths was working well in YR. White Rose does not address these concepts with sufficient frequency for our children at this point in time. It has been decided to build upon the success of the Red Rose Maths scheme that was implemented in EYFS and take this into Y1 and Y2. In terms of PPG, all pupils attained the expected standard in maths at the end of KS1.

Improve the quality of social and emotional (SEL) learning.

SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.

The school has revisited the PSHE curriculum to ensure that there is a greater emphasis on strategies to support children for positive mental health and emotional well-being. A revised curriculum was offered for 2022/23 to incorporate the NHS Happy Minds. The impact of this will be assessed in the next pupil premium statement.

Yarrow Schools Alliance – subject leaders from the school continue to benefit from updates and networking to ensure that the school remains current and benefits from shared good practice.

Engaging with the School Led Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.

The school-led tutoring was implemented this year but on a much-reduced scale. It was targeted at PPg pupils in Y1 and Y2 and delivered by the AHTs who noted the impact with some of the targeted pupils gaining the expected standard by the end of KS1. Due to budget constraints the AHTs have a greater teaching commitment for the 2023-24 academic year and can no longer sustain this. As such, it was felt that interventions for small groups such as phonics catch-up, paired reading and rapid recovery maths would still have impact and causing less disruption to other curriculum areas or teaching staff allocation.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils