

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	Leyland Methodist Junior School
Number of pupils in school	270
Proportion (%) of pupil premium eligible pupils	19.5%
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	£70,155
Recovery premium funding allocation this academic year	£11,462
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	£81,617

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 for pupils in receipt of pupil premium than their peers. 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. Y3 pupils making up ground with missed KS1 phonics teaching, earlier 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	Reading standards are lower on entry to the Junior School than traditionally seen. Pupils on entry used to have good reading fluency and could apply phonic knowledge well. Due to the pandemic, there has been interruption to the consistency of phonics teaching and in September 2022 this was a need with nearly half the Y3 cohort.
4	The school's multi-deprivation index is changing with the numbers of pupils in below average income families increasing (categories D and E) rising from 4.3% in 2018/2019 academic year to 16.3% in 2021/22. This will continue to increase as the 2021/22 figures from our feeder Infant School stand at 25.5% (Figures available from Lancashire School Information Profile). Update for 2022/23 D and E categories 22%. 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. New pupils are added to the PPG register regularly since the opening of the neighbouring Leyland Hotel to families seeking asylum. The temporary nature of their accommodation mean that there is some transience of pupils and PPg numbers. Intervention for these pupils needs to be implemented swiftly as it is not clear how long they will remain at our school. EAL needs in particular remain the most significant barrier for these children to access the curriculum.
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. The school has needed to be flexible with maths schemes as previous schemes used pre-pandemic were unsuited to the changing needs of pupils. The junior school will begin to introduce Red Rose Maths as a new maths scheme in Y3 based on the appropriateness of the approach for our children. We will now need to extend this to other cohorts as new materials are developed and come online.

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.
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, Octagon Theatre, Tower Wood Outdoor Adventure 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 phonics scheme has lessened as the impact of a well-embedded phonics scheme in our feeder infant school has had impact so

	fewer pupils enter the junior school with low phonic decoding ability. Reading attainment among disadvantaged pupils is good because they receive high quality teaching and effective intervention such as paired reading if good reading attainment becomes vulnerable. KS2 SAT outcomes for disadvantaged pupils reflect the school's ambition in that 80% attain ARE with 30% attaining greater depth. (This ambition may not be realised in cohorts with high SEND numbers, where identified SEND needs suggest ARE would not be a realistic or reasonable expectation.)
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. KS2 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 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.
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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: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tailored Peer Coaching and Mentoring programme between paired teachers – contextual and bespoke to school needs and priorities £5,000 (teacher release time to cover coaching and mentoring activity including paired lesson observations)	Research: how can coaching lead to school improvement? Rachel Lofthouse, professor of teacher education, Leeds Beckett University Trista Hollweck, director, ARC Education Project, University of Ottawa 13 Sep 2021 “Coaching can lead to school improvement. But with more coaching being rolled out in schools, it is important to note that, although its principles can be generalised, the best evidence appears to support contextual coaching specifically, which means models must be developed in a bespoke fashion for (and with) each setting.”	1, 2, 3, 5, 7
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	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

Maths resources and CPD (including Teaching for Mastery training). £6,000		
Yarrow Schools Alliance £1000	School to school support. Support in all subjects 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 £3,500	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
Purchase software resource for needs analysis linked to intervention £1000 Train and coach staff to use this software £1500		1,2, 3, 6, 7

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

Budgeted cost: £43,000

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: Maths Rapid Recovery Paired Reading Comprehension Strategies Phonics Catch Up	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

Monitoring and Review by Intervention Lead Preparation, resourcing materials and training by Intervention Support Lead £28,000		
Continue to implement Beehive provision to deliver personalised learning to a small group for children with complex needs (Precision Teaching) overseen by educational psychologist £15,000	There are many studies relating to Precision Teaching a recent article is linked below. <u>A systematic review of the impact of precision teaching and fluency-building on teaching children diagnosed with autism</u> Article Sep 2022	1, 3, 7

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund support for tailored nurture for children who may have social and emotional needs e.g. play therapy, art therapy, CBT etc. This support may be inhouse or commissioned from an external specialist £15,000	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): <u>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</u>	2
Top up funding to support expertise from REACH behaviour consultants (Behaviour Hub partially funds this support but PPg funds will	EEF recommends professional development support for staff involved in delivering behaviour interventions.	2

meet the shortfall after the subsidy). £2500		
Attendance Lead time to cover attendance analysis, interventions and home visits to address persistent absence £2500	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: £ £81,000

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 2022 to 2023 academic year.

PPG End of KS2 Outcomes

Generally pupils in Y6 in receipt of PPg progressed well in all areas, outperforming their Non-PPg in progress terms in writing and mathematics. All PPg progress measures scored above Lancashire averages.

Reading: - Pupils in receipt of PPg made slightly less progress than their non-PPg peers. However, this was a minimal difference (+0.2 compared to +0.6). Nevertheless our PPg children made above average progress compared to the Lancashire average progress for PPg pupils (+0.2 compared to -1.2)

Writing: Pupils in receipt of PPg made better progress than their non-PPg peers (+4.4 compared to +3.1). This was significantly above national and local averages (+4.4 compared to -0.6)

Mathematics: Pupils in receipt of PPg made better progress than their non-PPg peers (+2.6 compared to +1.5). This was above national and local averages (+2.6 compared to -1.3)

Evaluation of PPg Activity 2021-22

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 continued to use White Rose Maths until the completion and training for the roll out of Red Rose Maths. Monitoring activity has shown that this is working well for our older pupils who already had a more secure grasp of early mathematical concepts. There still remains some work to be done as securing these earlier mathematical concepts, which has remained a priority this last year with our younger pupils. However, due to the gaps left by COVID for our younger children who are now moving through KS2, it has been decided to implement the Red Rose Maths scheme whole school which we feel will suit the needs of our learners to acquire the knowledge and skills to fill in the gaps. This will be an ongoing challenge particularly for current Y4 and Y5 particularly if we are to maintain similarly high end of KS2 progress measures when compared to 2023 attainment. PPg intervention focus will need to address needs in these cohorts.

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 is to be offered for 2022/23 to incorporate NHS Happy Minds programme. School needs to remain vigilant to the changing needs of our cohorts.

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.

School-led tutoring continued this year but on a much smaller scale. This is because whilst the impact of the tutoring may be seen in filling the gaps in some concepts, there is also lost learning of whatever subjects the child is missing due to the tutoring. This was having a negative impact on foundation subjects. The school's intervention offer is good and it was decided that after the end of the 2022-23 year, targeted intervention groups would be the best approach impacting more PPg children than school-led tutoring. In 2023-24, it is anticipated that school-led tutoring will be downscaled to a few targeted pupils in Y5.

Intervention programmes continued to be developed so that they are tailored best to the needs of our pupils. Impact is increasing and there demonstrable progress so that more pupils with PPg are gaining age-related expectations.

Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school

The schools have implemented a new behaviour curriculum and this includes a focus on a particularly desired behaviour outcome. Tailored support continues to be needed for some pupils who require direct teaching of appropriate behaviours.

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 also commissioned a pupil premium review to get an external perspective.

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