

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery 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	RAF Leeming CP
Number of pupils in school	155
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published/updated	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Rob Campbell, Headteacher
Pupil premium lead	Rob Campbell, Headteacher
Governor / Trustee lead	Cian Gilbey (CoG) Nicky Maycock, Mick Welsh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,700*
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£18,700**

* Not including Service Pupil Premium, documented separately.

** In addition, we received support from the NTP through the Academic Mentor scheme in the previous year.

Part A: Pupil Premium Strategy Plan

Statement of intent

Pupils at RAF Leeming CP school face a diverse range of challenges. It is our intent to utilize all forms of pupil premium (Disadvantaged, Service and Recovery / Catch Up Premium) to address these.

This statement deals primarily with DPP (Disadvantaged Pupil Premium) and RP (Recovery Premium). We maintain a separate SPP statement, although reference is made to this below also. However, many of the contextual challenges facing our DPs (Disadvantaged Pupils) relate to their status as SPs (Service Pupils). Therefore many of the strategies used to overcome these will have commonality across allocation of SPP and DPP.

We seek to ensure that all strategies are based on key principles. These are:

- The importance of quality first teaching – we recognize that QFT is the single biggest factor in promoting DPP progress. Whatever additional and different strategies are proposed below (in terms of mentoring, interventions, staff support etc.), these do not negate, indeed, should actively support, QFT.
- Research-based – the EEF provides us with a secure evidence base for a range of approaches. In addition, materials from the SCiP Alliance, including the Thriving Lives Toolkit, as well as programmes developed across our Teaching School Alliance underpin our approach.
- Transferrable – we recognise that, in the vast majority of cases, approaches which benefit DPs also promote pupil progress for all children. Therefore, wherever possible, we seek to ensure that strategies benefit not only our small number of DPs, but any other child with underlying vulnerabilities.
- Collaborative – we seek to work in partnership with other organisations to ensure that resources 'go further' in supporting vulnerable and DPs. For example, by partnering with the National Tutoring Programme's Academic Mentor route, we have secured substantial extension of resource beyond the limitations of what we would have received as school led funding.
- Responsive – not only do the numbers and individuals in receipt of DPP and SPP change regularly due to our military context and high mobility, but the needs of these pupils varies hugely too. This may be as a result of the specific circumstances in their lives at any point (e.g. parental deployment, safeguarding matters etc.) or a product of changing key stages, curriculum expectations other factors. As a result, our strategies to support are responsive to these changing needs and include flexibility.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. These almost invariably mirror the challenges faced by our service pupils (as 100% of DPs are connected to the military thus face these issues). Some of these issues are specifically linked to COVID, others are more endemic. COVID effects have been included as still informing some gaps.

Challenge number	Detail of challenge
1. Uneven profile of home learning engagement	<p>Whilst a full programme of home learning was offered, pupil engagement varied due to a number of factors, including availability of parents (home working, deployed / away), viability of parental support (based on their own educational background), pupils' particular SEMH / ASD needs (dichotomistic approaches).</p> <p>We observed that 50% of our DPs struggled with engagement with home learning, in spite of specific additional provisions and support put in place. Two years on, we are still feeling the effects of this 'gap', although evidence suggests it is closing.</p>
2. Moved in pupils who have followed different curricula	<p>This is a service linked challenge that pupils in the school always face, but one which was particularly exacerbated during COVID. Not only have pupils arrived from other schools and even other countries (often with prolonged additional absences due to quarantine requirements) which follow different national educational frameworks, their <i>experience</i> of those frameworks has also been hugely variable due to differences in schools' approaches to home learning. Thus some have had a comprehensive offer relevant to the English programmes of studies, whilst others have had a very inconsistent offer with little or no connection to their required learning now. More than 50% of our DPs have moved into school in the last 12 months.</p>
3. Specific issues relating to SEND	<p>With 25% SEND (above national), the school has to accommodate a wide range of additional needs. Most of these pupils, particularly those with ASD and SEMH have found the last year especially hard. These children rely on predictable routines, structure, strong relationships and sensory management. These challenges need support to be overcome and promote readiness for learning. This affects 57% of our DPs.</p>
4. High % of 'threshold' learners	<p>The school has a significant proportion of children who sit on the cusp of attainment thresholds (e.g. scoring 98-101 etc.). This is largely attributable to multiple moves and educational disruption. Historically, the school has been able to 'boost' and consolidate learning for these groups throughout a year, ultimately securing ARE attainment. With the impact of the pandemic, early data suggests most of these learners will be more likely to tip 'just below' thresholds without additional support. This affects 57% of our DPs.</p>
5. Low Emotional Resilience and High Anxiety	<p>A challenge across service pupils nationally (and seen in our school) has been lower resilience and positivity scores (e.g. on Stirling Wellbeing Scale), with higher levels of anxiety. COVID intensified this issue, with many of our pupils demonstrating higher pastoral needs, stress, emotional outburst and low levels of independence and resilience. This affects 71% of our DPs.</p>

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. This has a specific focus on Disadvantaged Pupils, rather than all pupils for the purposes of accountability and closing the gap.

Intended outcome	Success criteria
Improved Reading progress for DPs	By 2025, DPs on roll should be achieving Reading scores at statutory assessment points in line with their non-disadvantaged peers. PIRA/ NTS assessments should show good progress for all DPs. Reading data for EY DPs should be in line with peers.
Improved Writing attainment for DPs at KS2	By 2025, DPs should be achieving Writing outcomes in line with national ARE for all pupils
DPs should be secure in Phonics by the end of Y1	100% of DPs should meet the expectations of the Y1 phonics screening check by 2025, as phonics provides the foundation for future learning.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
All vulnerable pupils, particularly DPs, have improved levels of wellbeing and mental health	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> - GUINY survey outcomes suggesting improvements in wellbeing indicators - qualitative data from pupil voice, IPM / SEND reviews, student and parent surveys and observations - an increase in participation in enrichment activities, particularly among DPs
Address the impact of school absences	Sustain attendance above national average for all pupils, and DPs, when adjusted for military absence. Additionally, promote DP engagement with school through enhanced provision to maintain attendance levels above non-DP peers, and continue support in the event of isolation or other absence.
Ensure curriculum provision sufficiently mitigates gaps in education through threshold concepts	By 2025, curriculum review completed which identifies core threshold concepts with opportunities for AfL throughout, supporting pupils who are moved in, including DPs, to rapidly close gaps.

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 from Pupil Premium / Recovery Premium: **£10,562**

Activity	Evidence that supports this approach	Challenges addressed
Maintenance of 7 class structure to ensure high levels of Teacher: Pupil contact	<ul style="list-style-type: none"> - EEF toolkit – potential +3 months gain - Opportunity for tailored provision targeting input according to gaps - Flexible grouping “allows teachers to set up opportunities for collaborative learning – which research indicates can be effective in supporting pupils” (EEF GtSSP, p9) - Enhanced teacher time provides greater specificity for assessing needs - Determination of cumulative vs. hierarchical concepts can inform targeted approaches - Focus for Fifteen – 15minute focus pre/post teach sessions facilitated allowing explicit teaching 	1, 2, 3, 4, 5
Diagnostic Assessments – contribution towards procurement of diagnostic test package (PIRA, PUMA, NTS) to inform T&L and illuminate gaps	<ul style="list-style-type: none"> - Important to “sensitively diagnose the actual impact that COVID19 closures may have had” (EEF GtSSP, p10) - Assessment can “support teachers to recognise the importance of each small piece of information which contributes to the bigger picture” (EEF GtSSP, p10) - Informs short, medium and longer term planning - Supports grouping and provision of targeted support - Standardised tests; Assessing and Monitoring Pupil Progress - EEF 	2, 4
Specific CPD to address gaps in curriculum knowledge, especially in foundation subjects; supporting teachers and / or support staff	<ul style="list-style-type: none"> - Vital to help staff understand “what they should teach, and improve their confidence” (DfE Education Recovery, p7) - Provides staff with opportunities to reflect on pedagogical approaches and/or curriculum design to overcome barriers to learning - “Improving quality of teaching [is] almost always supported by high-quality CPD” (EEF GtSSP, p14) 	4, 2, 3, 5
Retain Home Learning Resilience – resource availability of home learning platforms, including both software and hardware, in case of future need.	<ul style="list-style-type: none"> - Build on successes of home learning during COVID and provide continued opportunities to promote this for DPs in ways they will engage with, resourcing this as needed - “79% of students require a computer for at least half of the work provided” ISER, 2020 	1
Embedding of Little Wandle, Validated Systematic Synthetic Phonics scheme to secure stronger phonics teaching for all pupils.	<ul style="list-style-type: none"> - Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils - Reading and fluency underpins access to wider curriculum - Phonics Toolkit Strand - EEF 	2

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

Budgeted cost from Pupil Premium / Recovery Premium: **£7,438**

Activity	Evidence that supports this approach	Challenge number(s) addressed
EY / KS1 Phonics Catch Up groups (small group tuition)	<ul style="list-style-type: none"> - EEF Toolkit, potential +4 months gain - Significant skill required to successfully implement Systematic Synthetic Phonics programme, unable to be robustly delivered during home learning - Able to provide "structured supporting resources and lesson plans" (EEF GtSSP, p15) - EEF - Small group tuition 	1, 2, 3, 4
1:1 Precision Teaching	<ul style="list-style-type: none"> - EEF Toolkit, potential +5 months gain - Regular, brief sessions, repeated continually throughout the week offering consolidated learning for pupils with additional needs / significant gaps - All TA staff have received specialist CPD for precision teaching methodology - Precision teaching follows clear plan / structure - Academic Mentor approach via NTP proven to raise standards - EEF - One to one tuition 	3, 4
Class based TA support – increased TA support to provide necessary cover for pupils with additional needs.	<ul style="list-style-type: none"> - "TAs should be deployed in a way that supplements, not replaces the teacher" (EEF GtSSP, p16) - TA hours increased to accommodate moved-in high needs pupils and prevent negative impact on other children - TA deployment avoids allocation to LPA groups - Significant emphasis placed on supporting relationships and developing pupils' independent learning skills - EEF - Small group tuition 	1, 2, 3, 4
IDL Intervention – increased TA hours to extend school day to provide oversight of SEND.	<ul style="list-style-type: none"> - "Schools should adopt one or two well-chosen and well-implemented interventions, judiciously used to complement and extend class-based teaching and learning" (EEF GtSSP, p16) - Digital platform intervention with clear structure and format - Research-based, evidence informed approach 	3
Specific SEND Support (e.g. for self-regulation and management)	<ul style="list-style-type: none"> - "Self-regulated learners can see larger tasks as a series of smaller, more manageable steps" (EEG, GtSSP, p18) - A number of our high needs pupils struggle with self-regulation (as do other children); specific TA support to break learning down into small steps will support self-regulation and engagement, especially when addressing gaps. 	3, 5

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

Budgeted cost from Pupil Premium / Recovery Premium: **£700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support, reactive and proactive; delivered by ATAs trained to Compass L3 with additional areas of specific expertise.	<ul style="list-style-type: none"> - "[Schools need] sustained focus on supporting and monitoring pupils' social, emotional and behavioural needs" (EEF GtSSP, p19) - Children need to be ready to learn; high incidence of pastoral issues which must be addressed in advance if 'catch up' learning is to be attempted. - TAs embedded in Key Stage Teams and thus able to intervene responsively and rapidly when required. 	5, 2, 3
ATA led Pastoral Check-ins and wellbeing work	<ul style="list-style-type: none"> - Whilst less formulaic than a planned SEL curriculum, personalised and targeted provision for children struggling with Social, Emotional and Mental Health offers opportunity for role play and behavioural rehearsal to better compute confusing feelings, especially those linked to loss and insecure attachment. - Wellbeing groups have proven track record of being effective in promoting emotional regulation and thus increasing readiness for learning. 	5
Development of SEL based curriculum	<ul style="list-style-type: none"> - Longer term curriculum model predicated on building SEL skills being created to improve pupil outcomes, linked to SAFE principles (EEF GtSSP, p19) - RESPECT skills embedded in MTP and LTPs, and daily practice 	5, 4, 3, 2
SEL / SEMH CPD	<ul style="list-style-type: none"> - Ensures staff delivering interventions, pastoral work or offering 1:1 SEMH provision (e.g. to pupils with EHCPs) are fully equipped to do so with the latest, evidence-informed practice - "Teachers who have received training related to SEL are more likely to agree that SEL [is] fundamental to learning" EEF SEL Strategy, - EEF - Behaviour interventions 	5, 4, 3

Documents Referenced

- *The EEF Teaching and Learning Toolkit*
- *The EEF Guide to Supporting School Planning: a tiered approach to 2020-21 (EEF GtSSP)*
- *Education Recovery Support for EY settings and Schools – DfE, June 2021*
- *Home Schooling, Understanding Society Working Paper 12 – ISER, University of Essex 2020*
- *The EEF Guidance Report on Improving Social and Emotional Learning in Primary Schools (EEF SEL)*

Total Budgeted Cost from Pupil Premium / Recovery Premium: **£18,700**

However, note: costs of delivering all of the above exceed total PP / RP allocation. Therefore, some of the planned work above is also supported by our Service Pupil Premium allocation (particularly when it relates to impact of service life), and from our Core Budget. The total additional funding required is estimated to be in the region of £60,000.

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.

There were 4 Disadvantaged pupils undertaking statutory assessments in KS2 last year. 3 of these were on roll for one year only:

	% DP ARE+	% DP GDS
Reading	50% (2)	25% (1)
Writing	50% (2)	25% (1)
Maths	75% (3)	0% (0)

There was 1 LAC who undertook the Y1 phonics check and scored 38. 1 DP undertook Y2 SATs and met the expected standard in Reading and Maths.

Wider outcomes were based on Teacher assessment, PIRA, PUMA and NTS scores. These demonstrated that 77% of DPs were on track in Reading, and 54% on track in Maths. Writing outcomes for DPs are a focus in the next year with 77% just below.

Progress assessments based on the above indicated that DPs outperformed their non-disadvantaged peers in Reading, Writing (100% good progress) and slightly behind their peers in Maths (-0.3 points).

SEND provision was strong for all pupils requiring this last year, in large part facilitated by the funding from the Recovery Premium being effectively deployed to support these pupils. Many of the successful strategies have been adopted into this year's spending plans, notably the extended school day and IDL.

Staff pastoral care, facilitated by PP, had beneficial impact not only on DPs, but also on all pupils, including those who had experienced little additional support from families during lockdowns and home learning. That said, in spite of this support, pupil wellbeing and mental health undoubtedly suffered relating to COVID absences, isolations etc., and we are still feeling the challenges associated with this as we work with our children this year.

Externally provided programmes

Programme	Provider
Academic Mentoring (including CPD)	National Tutoring Programme (previous year)
Boxall Wellbeing	NURTURE (via LA)
Talkboost	Locality Board (via LA)

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium	

allocation last academic year?	Please see separate SPP Strategy , including impact statement, published online.
What was the impact of that spending on service pupil premium eligible pupils?	