

Pupil Premium Strategy Statement - 2024-2025

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 |
|---|---------------|
| Number of pupils in school | 189 |
| Proportion (%) of pupil premium eligible pupils | 9% |
| Date this statement was published | |
| Date on which it will be reviewed | December 2024 |
| Statement authorised by | Academy Board |
| Pupil premium lead | Hayley Sharp |
| Governor lead | David Hill |

Funding overview - draft amount

| Detail | Amount |
|---|-----------|
| Pupil premium funding allocation this academic year | £ 25, 493 |
| Recovery premium funding allocation this academic year | £ 0 |
| 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 | £ 25, 493 |

Part A: Pupil premium strategy plan

Statement of intent

Leigh Academy Horsmonden is an academy dedicated to ensuring every student reaches their full potential. While our proportion of disadvantaged pupils (9%) is lower than the national average, we remain steadfast in our commitment to equal opportunities. We strive to eliminate the achievement gap, empowering all students to succeed.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Limited opportunities to develop and extend conversational skills outside school |
| 2 | Limited opportunities to develop, extend and apply English and Maths skills outside school. |
| 3 | Lack of access to enrichment activities, resources and support to enhance learning opportunities in school. |
| 4 | Limited opportunities for exploring their community and the wider world. |
| 5 | Parental and community perceptions of the value of education and lack of confidence or experience which can prevent them from engaging with their child's learning. |

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 close the gap in attendance between disadvantaged and non-disadvantaged children, so that persistent absence is reduced for all, but specifically the gap is narrowed. | Persistent absence will continue to be reduced overall. Disadvantaged children that have persistent absence will be in line with those who are not disadvantaged |
| To improve opportunities for children to be challenged and supported across the curriculum; and to apply and extend skills. | At each Key Stage disadvantaged children will perform in line with their peers in the core subjects. |
| To develop how we organise and deliver a broad and balanced curriculum by implementing the IB PYP Framework and gaining IB accreditation. This will include developing a comprehensive, community wide approach; enabling all adults and pupils with a range of opportunities to use clear articulation, written and conversational skills that are practised and modelled at all times. | Learning walks will show disadvantaged children communicating articulately with their peers. Inquiry books will show disadvantaged children applying age appropriate English skills learned. Maths books will show disadvantaged children using, applying and reasoning with age appropriate maths work. |
| To develop a range of enrichment opportunities before, during and after school. | Disadvantaged children will take part in a range of enrichment activities such as Breakfast/After School Club, sports clubs, trips and residential. |

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: £6100

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Training for teachers from the IB in how to use PYP Framework.</p> <p>Teachers then implement the framework encouraging collaborative, inquiry based learning supported by the use of technology.</p> <p>This builds on training from last year and deepens the understanding of PYP for teachers.</p> | <p>EEF - Collaborative Learning</p> <p><i>The impact of collaborative approaches on learning is consistently positive. Effective collaborative learning requires much more than just sitting pupils together and asking them to work in a group; structured approaches with well-designed tasks lead to the greatest learning gains. Approaches which promote talk and interaction between learners tend to result in the best gains.</i></p> <p>EEF - Digital Learning</p> <p><i>Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.</i></p> | 1, 2, 3, 4 |
| <p>Training for TAs to support our delivery of adapted teaching/individualised instruction - use of maths manipulatives, developing reasoning skills, reading recovery.</p> | <p>EEF - Individualised Instruction</p> <p><i>Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored — particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum — will be more effective.</i></p> | 3 |

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

Budgeted cost: £10465

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Training for SENCo to ensure her knowledge and skill set match the needs of the children at Horsmonden.</p> <p>With the behaviour needs understood by all, learning can progress.</p> | <p>EEF - Behaviour Interventions</p> <p><i>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</i></p> | 2 |
| <p>Employ a Teaching Assistant, dedicated to children in EYFS and Year 1 to improve early reading, speech and language outcomes.</p> | <p>EEF - Teaching Assistants</p> <p><i>'Teaching assistants can provide a large positive impact on learner outcomes'</i></p> | 3, 4 |
| <p>Teachers plan and sequence English and Maths skills learning for the specific needs of the disadvantaged children.</p> <p>This can be delivered in addition to or in place of usual skills based lessons.</p> | <p>EEF - Individualised Instruction</p> <p><i>'individualised instruction has a positive effect on learners'</i></p> | 2 |
| <p>Renewal of Speech Link and other early intervention programmes</p> <p>Identified children, plus all EYFS will be screened using Speech Link. Targeted oral language interventions will then support children with their conversational skills.</p> | <p>EEF - Oral Language Interventions</p> <p><i>All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress).</i></p> | 1, 2 |

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

Budgeted cost: £ 8928

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Teachers plan specific learning experiences that enrich children and link with their inquiries. Examples are school trips, residential and visitors.</p> <p>These experiences will enrich the curriculum and aim to inspire and motivate children, improving their self confidence and wellbeing.</p> | <p>EEF - Outdoor adventure Learning</p> <p><i>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</i></p> | 3, 4 |
| <p>Disadvantaged children will have access to Breakfast and After School Club as well as a range of co curricular clubs.</p> | <p>National School Breakfast Programme</p> <p><i>'attending the club effectively prepares pupils for learning. Breakfast club schools also saw an improvement in pupil behaviour'</i></p> | 5 |
| <p>Further develop the role of the Office Administrator with responsibility for engaging with hard to reach disadvantaged families with a view to reduce persistent absence.</p> | | 5 |
| <p>Counselling/Targeted intervention for identified children for a range of purposes: bereavement/loss, self esteem, friendship issues, anger management.</p> | <p>EEF - Social and Emotional Learning</p> <p><i>'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.'</i></p> | 3 |

Total budgeted cost: £ 25493

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 2023 to 2024 academic year.

| Aim | Target | Review |
|---|--|---|
| To close the gap in attendance between disadvantaged and non-disadvantaged children, so that persistent absence is reduced for all, but specifically the gap is narrowed. | <p>Persistent absence will continue to be reduced overall.</p> <p>Disadvantaged children that have persistent absence will be in line with those who are not disadvantaged</p> | <p><u>22-23 Attendance</u> Whole school - 95% PA - 10.1% Disadvantaged - 91.6% Disadvantaged PA - 25%</p> <p><u>23-24 Attendance</u> Whole school - 96.1% PA - 6% Disadvantaged - 95.2% Disadvantaged PA - 16.7%</p> <p><u>Summary</u> Whole school attendance improved by 1.1% Whole school PA reduced by 4.1% Disadvantaged attendance improved by 3.6% Disadvantaged PA reduced by 8.3%</p> |
| To improve opportunities for children to be challenged and supported across the curriculum; and to apply and extend skills. | At Key Stage 2 disadvantaged children will perform in line with their peers in the core subjects. | <p><u>End of KS2 Data</u> Combined EXS+ 86% Combined Greater Depth - 23% Reading EXS+ 95% Reading Greater Depth - 32% Writing EXS+ 86% Writing Greater Depth - 23% Maths EXS+ 86% Maths Greater Depth - 23%</p> <p><u>Disadvantaged End of KS2 Data</u> Combined EXS+ 100% Reading EXS+ 100% Reading Greater Depth - 50% Writing EXS+ 100% Maths EXS+ 100%</p> <p><u>Summary</u> Disadvantaged children outperformed their peers with 100% achieved the expected standard in reading, writing and maths.</p> |

| | | |
|---|---|--|
| <p>To develop how we organise and deliver a broad and balanced curriculum by implementing the IB PYP Framework and gaining IB accreditation. This will include developing a comprehensive, community wide approach; enabling all adults and pupils with a range of opportunities to use clear articulation, written and conversational skills that are practised and modelled at all times.</p> | <p>Learning walks will show disadvantaged children communicating articulately with their peers.</p> <p>Inquiry books will show disadvantaged children applying age appropriate English skills learned.</p> <p>Maths books will show disadvantaged children using, applying and reasoning with age appropriate maths work.</p> | <p>Leigh Academy Horsmonden is an IB World School authorised to deliver the Primary Years Programme. The whole school curriculum map and programme of inquiry has been rewritten and training given to staff. Evidence from in school monitoring, external review by Ofsted and Trust Director Learning Walks shows that disadvantaged children have the same opportunities in lessons as those that are not disadvantaged. The curriculum is broad and balanced, as well as not narrowed for anyone.</p> <p>Work in books shows an improvement in subject specific knowledge and skills being applied in lessons through their inquiries.</p> <p>There is still work to be done around developing the oracy of children who are in receipt of pupil premium funding which is why a key priority for the school is in the development and implementation of an Oracy Strategy.</p> |
| <p>To develop a range of enrichment opportunities before, during and after school.</p> | <p>Disadvantaged children will take part in a range of enrichment activities such as Breakfast/After School Club, sports clubs, trips and residential.</p> | <p><u>Co-curricular Clubs</u></p> <p>Co-curricular Clubs are run by teachers and external providers. They feature a combination of sporting clubs, creative clubs and academic based clubs. Children who are disadvantaged can access all clubs at a reduced rate. Although, there is work to be done to increase the uptake of co-curricular clubs among those who are disadvantaged.</p> <p><u>Trips and Residential</u></p> <p>100% of disadvantaged children attended off site day trips to extend their learning beyond the classroom.</p> <p>100% of children in Year 5 and 6 who are disadvantaged took part in a residential trip where they experienced outdoor, adventurous activities and stayed away from home.</p> |