

Lift Schools documents

Pupil Premium Strategy Statement

Domain of application	Lea Forest Primary Academy
Review cycle	Annual
Approved by	Mrs Ruth Murad, Regional Education Director
Date of last review	July 2024
Date of next review	July 2025

Pupil premium strategy statement – Lea Forest Primary Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	564
Proportion (%) of pupil premium eligible pupils	67%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2025
Pupil premium lead	Mark White (Deputy Head Teacher)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£505,795
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£505,795

Part A: Pupil premium strategy plan

Statement of intent

The effective deployment of Pupil Premium Grant (PPG) is fundamental to our school's mission, vision, and values. We are committed to providing a personalised education for all pupils, regardless of background or ability. Our belief in the transformative power of education drives our efforts to eliminate barriers to learning and ensure that all pupils achieve their full potential. A primary focus of our PPG strategy is to address attainment gaps and create equitable outcomes for all students.

Objectives :

- To ensure reading interventions are highly effective.
- To develop the curriculum in the specialist resource provisions so that pupils are able to make exceptional progress.
- To further improve attendance of all pupil groups.
- To ensure all parents feel confident in how to support their children at home to bridge any gaps between home and school.
- To ensure that subject skills and knowledge are explicit within the delivery and curriculum in Early Years.

To ensure successful implementation, evidence-based strategies will be employed to support the most disadvantaged pupils. A holistic approach, combining academic recovery programs with social and emotional support, will foster the well-being and development of both children and families. Key principles will guide the delivery of an enriched, relevant, engaging, and innovative curriculum to maximise impact.

- Evidenced based strategies will be implemented to ensure the best impact on improving outcomes for disadvantaged pupils
- Outstanding teaching is the key to improve outcomes for disadvantaged pupils
- Every child has the right to succeed academically and children and their families will be supported socially and emotionally at all times
- We are committed to providing our disadvantaged pupils with access to a wide variety of curricular and extracurricular experiences and activities

Challenges

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

Challenge number	Detail of challenge
1	High Levels of deprivation leading to a large child protection workload and SEMH support for our pupils.
2	Ensuring attendance of disadvantaged children is inline with their peers across the school while reducing the levels of persistent absence across vulnerable groups in school.
3	Historically low levels of parental aspiration and pushing the limits.
4	Historically low levels of attainment on entry.
5	School readiness, including: speech and language.

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 attainment between disadvantaged pupils and their peers.	- Internal school attainment data will demonstrate that the gap is diminishing between disadvantaged pupils and their peers. - Outcomes at the end of Key Stage 2 will demonstrate that the attainment and progress gap for disadvantaged pupils at Lea Forest is in line with the national expectations.
To ensure every child has access to excellent teaching, in every classroom, every day.	Standards of teaching will be graded at least good with a vast majority graded outstanding. This will be evidenced through the monitoring cycle, teacher

	triangulation and 'Walkthru' coaching model. • A comprehensive catalogue of CPD support and training accessed by teachers and teaching assistants.
To improve attendance of all pupils and diminish differences between disadvantaged pupils.	• School attendance target of 96% met. • Attendance of disadvantaged pupils in line with attendance of their peers. • Persistent absence remains below 10% and inline for disadvantaged pupils and their peers. • Strategies to improve attendance have a positive impact: Breakfast club, making it a collective responsibility, Dojo messages, minibus, rewards, pastoral support.
To ensure that all pupils have access to high quality mental health and well-being support.	• Outcomes of pupils questionnaires and pupil voice are positive. • Parental feedback via questionnaires is positive indicating they feel well supported by the school. • High quality CPD for all staff so they are able to identify and support vulnerable pupils.
To ensure all pupils are able to read fluently, and with confidence, in any subject, creating a clear transition from 'learning to read to reading to learn' across all subjects.	• Reading remains an overarching priority. • Phonics outcomes at the end of Year 1 exceed national expectations. • Reading outcomes and progress at the end of Key Stage 2 exceeds national expectations. • Attainment and progress for disadvantaged pupils to exceed

	national expectations and diminish the gap with their peers. ● Regular Pupil voice and monitoring of reading demonstrates that children have a love of reading and have transitioned from '<i>learning to read</i>' to '<i>Reading to learn</i>'.
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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: £ TBC

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £ TBC

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed

Total budgeted cost: £ TBC

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.