

# 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	
School name	Leighton Primary School
Number of pupils in school	355 (October 2022)
Proportion (%) of pupil premium eligible pupils	146/ 355 - 41% (funding received) 150/355 - 42% (on roll Oct 22)
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	October 2022
Date on which it will be reviewed	January 2023, March 2023, July 2023, October 2023.
Statement authorised by	Emma Ward
Pupil premium lead	Julie Aubert
Link Governor	Matt Driscoll

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£208,720
Recovery premium funding allocation this academic year	£21,315
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£210,760

## Part A: Pupil premium strategy plan

### Statement of intent

The contextual makeup of the school and subsequent challenges (see challenges on P3) faced as well as research conducted by the EEF influence decisions the school makes in relation to Pupil Premium Funding. We recognise that the challenges are variable and can change (especially in the current pandemic) There is no 'one size fits all'. Additionally, mobility of pupils in and out of the school means that the plan needs to be flexible in order to meet the needs of newly arrived pupils.

#### **KEY PRINCIPLES FOR USING THE PUPIL PREMIUM GRANT AT LEIGHTON PRIMARY SCHOOL:**

We have a school wide commitment to raise achievement for pupils who are eligible for Pupil Premium and know these pupils must make faster progress than non-eligible pupils. All staff work together with determination to achieve this.

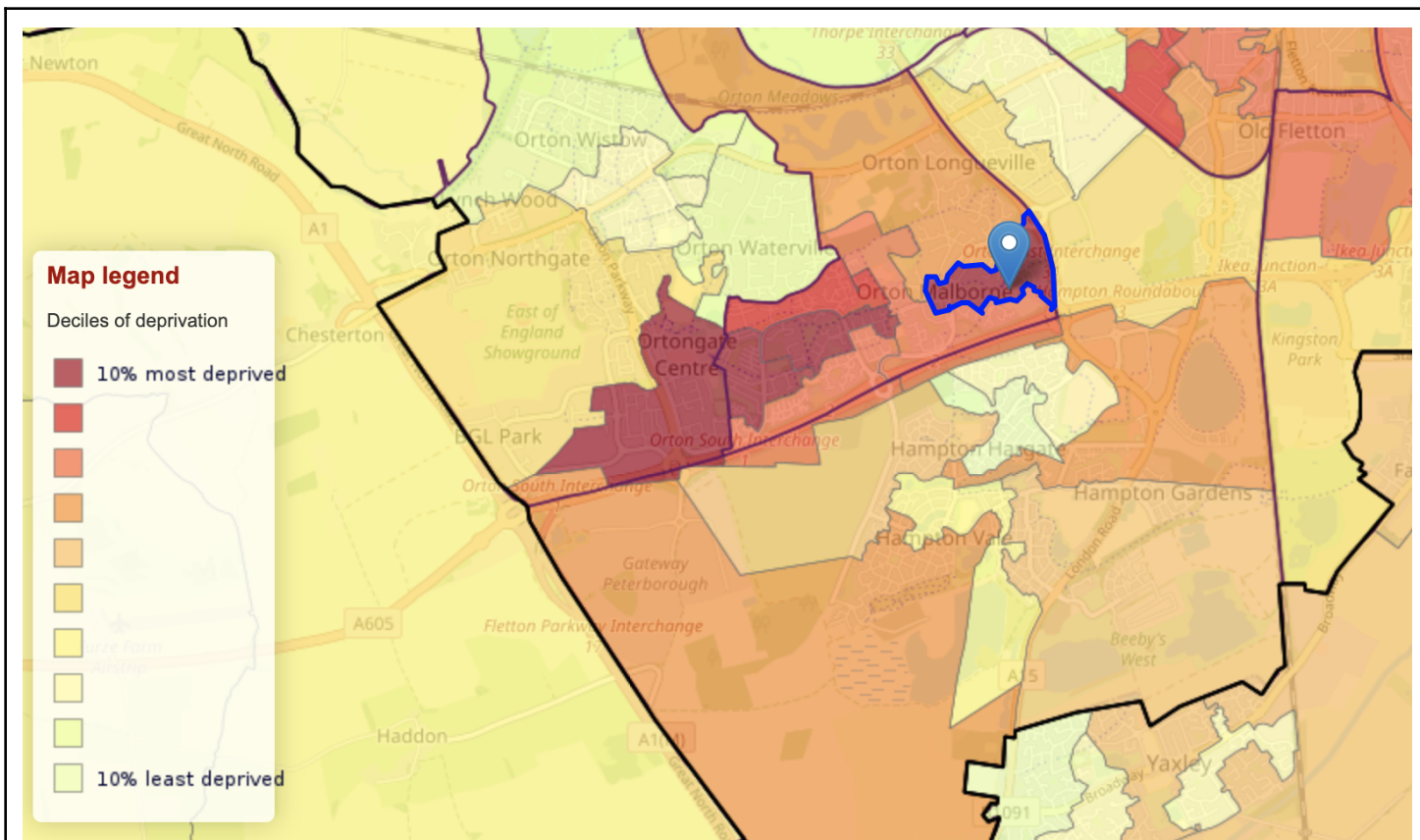
- We never confuse eligible pupils with low ability and strive to instil 'ambition for all' in this group of pupils and support them to achieve the highest levels.
- We create an overall package of support aimed to tackle the range of barriers including; attendance, behaviour, external factors, professional development focussing on improving

outcomes for eligible pupils, improving the quality of teaching and learning, language acquisition, parental engagement, opportunities for first hand experiences and development of literacy and numeracy skills.

- We use assessment systems to track and enable thorough analysis of data, reviewing the work in books to identify pupils who are underachieving and why.
- Leaders direct resources and interventions to accelerate progress of eligible pupils and close the attainment gap compared to their peers.
- We use data to carefully track the impact of targeted spending (interventions, projects or pedagogy) on attainment and progress of eligible pupils.
- The Headteacher, Pupil Premium Champion and subject leaders have a clear overview of how funding is allocated and the difference it is making to the outcomes of pupils termly.
- Leaders ensure class teachers, phase leaders and subject leaders know which pupils are eligible for Pupil Premium so they can take responsibility for accelerating progress and accountability is shared across the school.
- The Governing Body is ambitious for pupils and closely monitors the school's effectiveness in closing the gap between different groups of pupils.

### **Context of the school**

Leighton Primary school is a two form entry school located in South Peterborough in the suburb of Orton Malborne. The local area is ranked **1,771** out of 32,844 LSOAs in England; where 1 is the most deprived LSOA. This is amongst the 10% most deprived neighbourhoods in the country.



## ULTIMATE OBJECTIVES

- To improve attendance for pupils eligible for PPG and reduce the number of students classed as persistent absentees.
- Implement Little Wandle Letters and Sounds (Phonics, Sonic Phonics, Reading Practise Sessions) in order to increase the number of students in Y1 achieving the phonics screening and improve fluency in reading.
- Accelerate progress in writing in Year 4 and Year 5. Strive for all pupils to make strong progress in order to reach age related expectations at the statutory assessment points.
- To increase the number of students achieving 30+ marks on the termly arithmetic papers
- Develop effective working partnerships with parents and harness this support to support children to achieve their full potential.

## STRATEGY FOR ACHIEVING THESE OBJECTIVES

- The range of provision the Governors consider making for this group include and would not be limited to:
  - Students engage in lessons where they are exposed to learning that is pitched at age related expectations
  - Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
  - Implement a tiered plan approach in all year groups to implement the school's programme for recovery.
  - Implement pedagogies learnt from LWLS to other areas of the curriculum

- Additional teaching and learning opportunities provided by qualified teachers known to the school and children
- Programme of CPD to continue the development of quality first teaching across the school.
- Fully funded holiday activity clubs
- Fully funded breakfast club provision
- Learning mentor work
- Attendance officer

This list is not exhaustive and will change according to the needs and support of our vulnerable pupils.

## Challenges

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

Challenge number	Detail of challenge
1	In many cases, children have limited access to activities and experiences that enrich their cultural capital.
2	For some children, limited access to; a range of books in the home, daily phonics teaching during their formative years and developing reading and comprehension skills has had an impact on early reading and developing reading for enjoyment.
3	Regular attendance for a small group of pupils.
4	Parental confidence in Reading, Writing and Maths has led to some parents finding it difficult to support their child at home.
5	Mobility - Some children are attending a range of schools during their primary education. ( 49% of all leavers Sep 21-Nov 22 were PP) (42% of all joiners Sep 21-Nov 22 were PP)
6	Rapid recall of number facts is limited.
7	The number of pupils achieving higher standards in RWM are low
8	Some children find it challenging to manage their feelings and emotions which impacts their ability to develop relationships.

## 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
Children with the potential for high attainment are identified and provided for through effective pedagogies.	<ul style="list-style-type: none"> <li>Teachers and leaders have identified children with the potential to achieve higher standards.</li> <li>More children achieve the higher standards in combined Reading, Writing and Maths at the end of the year as well as expected.</li> <li>There is a clear school set of principles for challenging children.</li> </ul>
Robust assessment practices are used to adapt provision and provide challenge for all children, resulting in higher pupil outcomes for combined GDS in reading, writing and mathematics.	<ul style="list-style-type: none"> <li>Assessment systems enable clear identification of pupil attainment at higher levels and robust tracking.</li> </ul>
Implementation of LWLS will improve across phonics attainment in EYFS and Year 1. and KS1	<ul style="list-style-type: none"> <li>Inclusive approach (T1) including phonics boost, exposes and supports all learners to age appropriate learning.</li> <li>Reading Practise Sessions in Key Stage improves attainment at the end of KS1 and more children achieve higher standards,</li> <li>Targeted support programmes (group T2 and 121 T3) supports those children with gaps.</li> <li>Regular fluency assessment and fluency tracker shows improvements in fluency across school</li> <li>Phonics intervention/ sen resource facilitates strong progress for the children on the programme across the school</li> <li>Pedagogy and rationale for the daily reading pledge is consistent across school and contributes to improvement in reading attainment and vocabulary.</li> <li>More children achieve the expected standard in Reading.</li> </ul>
Daily arithmetic sessions and 15 minute maths boost leads to improved scores on termly arithmetic tests.	<ul style="list-style-type: none"> <li>Term on term increase of children achieving 30+ marks on the arithmetic paper.</li> <li>Number of arithmetic questions of other maths papers are answered correctly.</li> <li>Fortnightly arithmetic quizzes increases automaticity</li> </ul>

	<ul style="list-style-type: none"> <li>• More children achieve full marks on year 4 multiplication check and average score increases from 20.4</li> <li>• Attainment in Maths improves and more children achieve the expected standard.</li> </ul>
5 step writing plan, spelling programme, tier 3 vocabulary and handwriting are implemented consistently and effectively	<ul style="list-style-type: none"> <li>• Children's work clearly shows the 5 step writing plan.</li> <li>• Independent, extended writing shows increased use and exposure to tier 3 vocabulary and spelling patterns.</li> <li>• Monitoring of handwriting books and children's work across the curriculum shows consistency of teaching and increased confidence in handwriting.</li> <li>• Attainment in writing improves and more children achieve the expected standard.</li> <li>• Spelling Bee will raise the profile of the importance of spelling amongst the children.</li> </ul>
Coherently planned curriculum programmes of study, that ensure sufficiently sequenced knowledge and skills, are implemented consistently in order to maximise links within the curriculum and enhance cultural capital.	<ul style="list-style-type: none"> <li>• Knowledge organisers will be effectively used for subjects.</li> <li>• Experience days will be included in Foundation and Core subjects.</li> <li>• Curriculum progression will be clear across the school.</li> <li>• Long term plans will show links between core and foundation lessons.</li> </ul>
Continue to develop the reading culture within the school in order to develop children's reading for enjoyment	<ul style="list-style-type: none"> <li>• Pupil voice references reading events within school and they are able to talk about authors they like and books they have enjoyed.</li> <li>• Planned opportunities to expose children to different stories and books are well attended by pupils</li> <li>• Reading 'nooks' are accessed by children</li> </ul>
School strategies to improve attendance have a positive impact on attendance of identified pupils.	<ul style="list-style-type: none"> <li>• Teachers and those responsible for attendance know the children who are persistent absentees or persistently late.</li> <li>• Case studies show the impact of focussed work to improve attendance of key individuals.</li> <li>• Attendance figures for disadvantaged pupils is inline with peers and comparable with national data.</li> </ul>
Increase opportunities for parents to come into school to engage with their children's learning.	<ul style="list-style-type: none"> <li>• Attendance at parental events and learning cafes shows an increase in attendance</li> <li>• Weekly book exchange in EYFS and KS1 is well supported by families.</li> </ul>

	<ul style="list-style-type: none"> <li>• Parent voice confirms parents know about events happening in school</li> <li>• Comments slips from parents who attend workshops are positive.</li> </ul>
Provision maps identify the programme of support for identified children that is additional to QFT delivering learning in line with age related expectations	<ul style="list-style-type: none"> <li>• Utilise prior test information, statutory assessment data to forecast for each child identifying those children who will achieve the expected standard and higher standard.</li> <li>• ½ termly monitoring and discussions with staff demonstrates how daily focussed 'boost' sessions are planned and gaps in learning are addressed.</li> <li>• ½ termly monitoring and discussions with staff demonstrates how regular group (T2) and 121 (T1) sessions are planned and gaps in learning are addressed.</li> <li>• Improved attainment in RWM and more children EXS combined and GDS combined</li> </ul>
Targeted children are increasingly confident in managing feelings, emotions and anxieties.	<ul style="list-style-type: none"> <li>• Conferencing with children will allow them to think about their own actions and outcomes of those actions.</li> <li>• Learning mentor work with target children to effectively equip them with strategies to manage feelings, emotions and anxieties.</li> </ul>

## 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: £ **84,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work with New Wave to further support fidelity of implementation of Little Wandle. Pedagogical approaches are consistent and in line with LWLS programme	<ul style="list-style-type: none"> <li>• In April 2021, the DFE published the revised core criteria for effective systematic synthetic phonics teaching programmes</li> <li>• DFE Reading framework July 2021</li> <li>• EEF Toolkit</li> </ul>	2, 7



Reading practise sessions in EYFS and KS1 linked to LWLS programme.	<ul style="list-style-type: none"> <li>• EEF 'Improving Literacy guidance' documents. KS1/KS2</li> <li>• DFE Reading framework July 2021</li> </ul>	2, 7
5 step writing process implemented in Y1-Y6	<ul style="list-style-type: none"> <li>• EEF 'Improving Literacy guidance' documents. KS1/KS2</li> </ul>	1, 2, 7
Writing sessions to include 'experience days'	<ul style="list-style-type: none"> <li>• Dynamic cultural capital has strong effects on students' schooling outcomes - Tramonte and Willms 2009,</li> </ul>	1, 2, 7
Handwriting strategy to be consistent and effectively embedded.	<ul style="list-style-type: none"> <li>• A 2012 study led by a psychologist at Indiana University found that 5-year-olds stimulated key parts of their brain needed for reading when they were first learning to write.</li> </ul>	1, 2, 7, 8
Spelling and vocabulary to be explicitly taught. Spelling Bee to raise profile.	<ul style="list-style-type: none"> <li>• Closing the vocabulary gap (2018) - Alex Quigley:</li> <li>• In order to comprehend a text we need to know around 90%-95% of the vocabulary. -After the age of 5 most vocab is acquired through reading (unless explicitly taught).</li> </ul>	1, 2, 4, 7, 8
3 Year 6 classes	<ul style="list-style-type: none"> <li>• Within our school we have found that having smaller groups across Y6 allows for children to access focused QFT to ensure gaps are filled effectively. It has been a key aspect of the improved outcomes as evidenced in our 2019 data.</li> <li>• Children's confidence has grown.</li> </ul>	3, 7, 8
Daily arithmetic practice across the school to allow children to use what they know.	<ul style="list-style-type: none"> <li>• Improving mathematics in Early Years/KS1 (and KS2).</li> </ul>	6, 7

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

Budgeted cost: £ **57,880**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Phonics Blast sessions provide 15mins repeated phonics each day	<ul style="list-style-type: none"> <li>• EEF 'Improving Literacy guidance' documents. KS1/KS2</li> <li>• DFE Reading framework July 2021</li> </ul>	2, 7
Every day readers intervention to be aimed at specific children, teaching and support staff to be trained on this.	<ul style="list-style-type: none"> <li>• Effective intervention supports children's overall learning by addressing gaps in learning and misconceptions.</li> <li>• Adams (2006) observed, 10 minutes of a teacher reading a day will expose a child to 700,000 words a year. If the child reads for a further 10 minutes this number almost doubles. (The Write Stuff by Jane Considine p32)</li> <li>• EEF toolkit shows that enhancing teacher competence in teaching reading comprehension strategies can have a significant impact in attainment overall (EEF Reading comprehension strategies, 6 months).</li> </ul>	2, 7
Tutor mate (A local company provides 50 reading buddies to read with children from Foundation to Year 3).		
Tired provision map to be reviewed each term, identifying targeted children and impact of interventions.	<ul style="list-style-type: none"> <li>• Effective intervention supports children's overall learning by addressing gaps in learning and misconceptions.</li> </ul>	1, 2, 3, 6, 7, 8
Using teachers effectively for intervention	<ul style="list-style-type: none"> <li>• EEF Tool kit - small group interventions.</li> <li>• Teachers are the most knowledgeable and experienced at identifying gaps quickly.</li> </ul>	1, 2, 3, 6, 7, 8
Continue to engage in a programme of school partnership with a cluster of local schools in a diverse context where enquiry based school improvement is developed.	<ul style="list-style-type: none"> <li>• Feedback is vital for actual improvement, not just change. People are encouraged, and must practise, being candid with one another. Leaders practise questions, rather than answers. - Fullan Nuance 2020</li> <li>• The principles of effective school-to-school peer review -NAHT</li> </ul>	7

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

Budgeted cost: £ **88,380**

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

Attendance officer to closely monitor attendance and punctuality and work closely with targeted families.	<ul style="list-style-type: none"> <li>The Department for Education (DfE) published research in 2016 which found that: The higher the overall absence rate across Key Stage (KS) 2, the lower the likely level of attainment at the end of KS2.</li> <li>In school data shows children with low attendance do not achieve as highly as their peers.</li> </ul>	3
Attendance awards termly and yearly for 100% attendance.		3
Learning mentor trained on specific programmes to support families	<ul style="list-style-type: none"> <li>EEF Social and Emotional Learning - from teacher tool kit = +4 months.</li> </ul>	3, 4, 5, 8
Learning mentor to work with targeted children to support with specific areas for development and support social and emotional development e.g play/lego therapy.	<ul style="list-style-type: none"> <li>EEF research has shown that access to the arts and sports can have a significant effect on self-esteem and outcomes. (EEF Extending school day, 2 months; EEF Arts Participation, 2 months; EEF Sports participation, 2 months).</li> <li>EEF Social and Emotional Learning - from teacher tool kit = +4 months.</li> </ul>	3, 5, 8
Parental engagement working party (Friends of Leighton) including staff and parents, to meet regularly to ensure that support for parents is targeted and effective.	<ul style="list-style-type: none"> <li>Lack of engagement, lack of support for learning and sometimes lack of basic skills can lead to a lack of progress for this group. - Rowland (2014) <i>The Pupil Premium</i>.</li> <li>EEF 'working with parents guidance report'.</li> </ul>	1, 3, 4, 5, 8
Learning and pastoral workshops in place to support parents with home learning and managing behaviour.	<ul style="list-style-type: none"> <li>EEF 'working with parents guidance report'.</li> <li>EEF Tool kit = +4</li> </ul>	3, 5, 8
All year groups will have 'experience days' and/or go on trips that will develop cultural capital and the opportunity to learn and practice new vocabulary.	<ul style="list-style-type: none"> <li>Dynamic cultural capital has strong effects on students' schooling outcomes - Tramonte and Willms 2009,</li> </ul>	1, 2, 7, 8
Holiday club to ensure children have engaging activities to join and opportunity to talk and develop vocabulary.	<ul style="list-style-type: none"> <li>EEF research has shown that access to the arts and sports can have a significant effect on self-esteem and outcomes. (EEF Extending school day, 2 months; EEF Arts Participation, 2 months; EEF Sports participation, 2 months).</li> </ul>	5, 8

Breakfast club will be available to children who need support with attendance and transition into school.	<p>Family Action.org 2019:</p> <p>Breakfast consumption in children has been found to:</p> <ul style="list-style-type: none"> <li>• Improve cognitive function, particularly memory, attention, and executive function</li> <li>• Improve academic performance, including school grades and achievement test scores</li> <li>• Increase on-task behaviour in the class</li> </ul>	3, 5, 8
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**Total budgeted cost: £ 230, 760**

# 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 2020 to 2021 academic year.

<p><i>Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.</i></p> <p>The school Pupil Premium champion compiles termly data reports to monitor the gap and attainment of eligible children.</p>	
Aim	Outcome
Early reading and phonics attainment will improve across EYFS and KS1	<ul style="list-style-type: none"> <li>At least 72% of Year 1 children (including eligible children) will pass the phonics screening.               <ul style="list-style-type: none"> <li>74% disadvantaged children passed phonics screening in June 2022 compared to 76% not disadvantaged. This is a 7 percentage point improvement from 2019. The gap in 2019 was 16 percentage points and this has reduced to 2 percentage points in 2022. Attainment for disadvantaged pupils in 2022 at Leighton is 12 percentage points higher than the national figure (62%) and 14 percentage points higher than Peterborough's figure (60%). It is also 3 percentage points higher than the 2019 National figure.</li> <li>86% of Y2 disadvantaged pupils passed the phonics screening check in June 2022.</li> </ul> </li> <li>100% of EYFS achieve Phase 3 by the end of the year.               <ul style="list-style-type: none"> <li>89% of EYFS children secure at or working confidently within Phase 3 in June 2022.</li> <li>69% of children secure at or working confidently within Phase 4 in June 2022.</li> </ul> </li> <li>Consistent delivery of phonics and guided reading facilitated strong progress.               <ul style="list-style-type: none"> <li>In Reading at the end of KS1, 50% disadvantaged pupils achieved EXS in 2022 compared to 64% not disadvantaged. This is a 27 percentage point increase from 2019 (33%). The attainment gap has reduced from 18 percentage points in 2019 to 14 in 2022.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>◦ In reading, 62% disadvantaged pupils achieved the expected standard and 79% of all other pupils in 2022. In 2019, 76% of disadvantaged pupils achieved the expected standard in reading and 86% of all other pupils. Attainment in reading has dropped for disadvantaged pupils and the gap from all other pupils has increased this year by 5 percentage points.</li> </ul>
Improve outcomes for the current Y3 and Y4 and achieve the goals set.	<ul style="list-style-type: none"> <li>● Gap to close by 50%</li> <li>● Combined increases by at least 50% from 17% in Y3 and 25% in Y4 as a result of teacher led intervention (e.g. small groups, leader led intervention, ECHO reading, TutorMate)</li> <li>● Behaviour incidences in Y4 reduce. <ul style="list-style-type: none"> <li>◦ The tracking shows an increase from 41 incidences in Y3 to 71 incidences in Y4. Tracking in 20/21 did not include lunchtime reporting whereas 21/22 does include lunchtime incidences.</li> </ul> </li> </ul>
Writing attainment will improve	<ul style="list-style-type: none"> <li>● Spelling and Vocab was explicitly and consistently taught.</li> <li>● The school's consistent approach was explicitly taught.</li> <li>● The gap in writing for Y3 children closed by 10% from July 21 to July 22</li> <li>● The whole school attainment in writing improves so that the school target of &gt;65% RWM combined is achieved. <ul style="list-style-type: none"> <li>◦ In Writing at the end of KS1, 50% disadvantaged pupils achieved EXS in 2022 compared to 58% not disadvantaged. This is a 27 percentage point increase from 2019 (33%). The attainment gap has reduced from 18 percentage points in 2019 to 8 in 2022.</li> <li>◦ Writing at the end of KS2, 65% disadvantaged pupils achieved the expected standard and 68% of all other pupils in 2022. In 2019, 64% of disadvantaged pupils achieved the expected standard in writing and 76% of all other pupils. Attainment of disadvantaged pupils in writing increased by 1 percentage point since 2019. The gap between disadvantaged pupils has reduced to 3 percentage points.</li> <li>◦ Combined attainment of disadvantaged pupils at Leighton (50%) is 7 percentage points higher than national data (43%) and 9.6</li> </ul> </li> </ul>

	percentage points higher than Peterborough LA (40.4%).
Targeted teacher led interventions aimed at identified children will be effective in ensuring children are supported in specific areas.	<ul style="list-style-type: none"> <li>• Tiered intervention plans were put in place and led to some good progress for the identified pupils</li> <li>• Intervention groupings were fluid (based on ongoing assessment) and carried out daily by the most appropriate adult which will ensure best possible progress.</li> <li>• <b>KEY STAGE 1 ATTAINMENT 2022</b> <ul style="list-style-type: none"> <li>◦ In Reading, 50% disadvantaged pupils achieved EXS in 2022 compared to 64% not disadvantaged . This is a 27 percentage point increase from 2019 (33%). The attainment gap has reduced from 18 percentage points in 2019 to 14 in 2022.</li> <li>◦ In Writing, 50% disadvantaged pupils achieved EXS in 2022 compared to 58% not disadvantaged. This is a 27 percentage point increase from 2019 (33%). The attainment gap has reduced from 18 percentage points in 2019 to 8 in 2022.</li> <li>◦ In Maths, 50% disadvantaged pupils achieved EXS in 2022 compared to 70% not disadvantaged (-20). This is a 3 percentage point increase from 2019 (47%). The attainment gap has increased from 18 percentage points in 2019 to 20 in 2022.</li> </ul> </li> <li>• <b>KEY STAGE 2 ATTAINMENT 2022</b> <ul style="list-style-type: none"> <li>◦ RWM (combined) 50% of disadvantaged pupils met the expected standard in 2022 compared to 53% of other pupils, a difference of 3 percentage points. The gap has reduced since 2019, when 60% of disadvantaged pupils and 76% of other pupils met the expected standard in RWM (combined).</li> <li>◦ Combined attainment of disadvantaged pupils at Leighton (50%) is 7 percentage points higher than national data (43%) and 9.6 percentage points higher than Peterborough LA (40.4%).</li> <li>◦ In reading, 62% disadvantaged pupils achieved the expected standard and 79% of all other pupils in 2022. In 2019, 76% of disadvantaged pupils achieved the expected standard in reading and 86% of all other pupils. Attainment in reading has dropped for disadvantaged pupils and the gap from all other pupils has increased this year by 5 percentage points.</li> <li>◦ Writing at the end of KS2, 65% disadvantaged pupils achieved the expected standard and</li> </ul> </li> </ul>

	<p>68% of all other pupils in 2022. In 2019, 64% of disadvantaged pupils achieved the expected standard in writing and 76% of all other pupils. Attainment of disadvantaged pupils in writing increased by 1 percentage point since 2019. The gap between disadvantaged pupils has reduced to 3 percentage points.</p> <ul style="list-style-type: none"><li>◦ In maths, 61% disadvantaged pupils achieved the expected standard and 73% of all other pupils in 2022. In 2019, 76% of disadvantaged pupils achieved the expected standard in maths and 93% of all other pupils. Attainment of disadvantaged pupils in maths dropped by 15 percentage points since 2019. The gap between disadvantaged pupils has reduced to 12 percentage points.</li></ul>																				
Commit to a programme of CPD to support school improvement and ensure highly effective classroom pedagogies.	<ul style="list-style-type: none"><li>● Teachers feel confident delivering effective new school initiatives.</li></ul>																				
Children will be socially and emotionally ready to learn.	<ul style="list-style-type: none"><li>● Children's books indicated strong progress from their starting point.</li><li>● In class behaviour incidents remained low.</li><li>● The rate of suspension data is currently below national suspension figure. Although there has been a slight increase in 2021-2022, the data is continuing to follow a downward trend.</li></ul> <p><b>SUSPENSION DATA</b></p> <table><thead><tr><th>Year</th><th>LEIGHTON</th><th>ALL NATIONAL</th><th>NATIONAL PRIMARY</th></tr></thead><tbody><tr><td>2018-19</td><td>5.2</td><td>5.2</td><td>1.5</td></tr><tr><td>2019-20</td><td>4.5</td><td>3.8</td><td>1.0</td></tr><tr><td>2020-21</td><td>1.2</td><td>3.8</td><td>1.0</td></tr><tr><td>2021-22</td><td>1.5</td><td>3.8</td><td>1.0</td></tr></tbody></table> <ul style="list-style-type: none"><li>● 5/7 children with recorded suspension are eligible for PPG. In 2019/20 - 9/16 children were eligible for PPG.</li></ul>	Year	LEIGHTON	ALL NATIONAL	NATIONAL PRIMARY	2018-19	5.2	5.2	1.5	2019-20	4.5	3.8	1.0	2020-21	1.2	3.8	1.0	2021-22	1.5	3.8	1.0
Year	LEIGHTON	ALL NATIONAL	NATIONAL PRIMARY																		
2018-19	5.2	5.2	1.5																		
2019-20	4.5	3.8	1.0																		
2020-21	1.2	3.8	1.0																		
2021-22	1.5	3.8	1.0																		



Inconsistent attendance and punctuality do not impact upon attainment.	<ul style="list-style-type: none"><li>• The gap between eligible and not eligible pupils attendance reduces</li><li>• Attendance for eligible pupils exceeds the National 92% and is closer to the school target of 97%</li><li>• Number of children identified as PA reduces from 2020_2021 (38).</li></ul>																																																
Parents will feel involved with the school community and more confident supporting their child with learning at home.	<ul style="list-style-type: none"><li>• Good parental attendance at summer term learning cafes.</li></ul> <p><b>PARENT CAFES - SUMMER TERM 2022</b></p> <table><tr><th>YEAR GROUP</th><th>DATE</th><th>FOCUS</th><th>NO OF ATTENDEES</th></tr><tr><td>REC</td><td>26.4.22</td><td>Reading - new reading packs issued and LW approach to reading discussed. Art activities based on 'The Very Hungry Caterpillar'.</td><td>Parents/carers of 26 children</td></tr><tr><td>YEAR 1</td><td>4th May pm</td><td>Reading/celebrating writing our own stories.</td><td>35 parents/carers out of a possible 38 that day as one <a href="#">child absent</a>.</td></tr><tr><td>YEAR 2</td><td>5th July (AM)</td><td>Reading</td><td>27 parents/carers</td></tr><tr><td>YEAR 3</td><td>29.6.22</td><td>Reading</td><td>20 parents/carers</td></tr><tr><td>YEAR 4</td><td>27.4.22</td><td><a href="#">Maths</a> - Times Tables (MTC)</td><td>Swordfish - Marlin -</td></tr><tr><td>YEAR 5</td><td></td><td><a href="#">Cancelled</a> due to COVID absence of staff</td><td></td></tr><tr><td>YEAR 6</td><td>23rd June (PM)</td><td>Art</td><td>13 parents/carers</td></tr></table> <p><b>COMMONWEALTH SPORTS ATTENDANCE - SUMMER TERM 2022</b></p> <table><tr><th>YEAR GROUP</th><th>NO OF PARENTS</th></tr><tr><td>REC</td><td>61</td></tr><tr><td>YEAR 1</td><td>42</td></tr><tr><td>YEAR 2</td><td>49</td></tr><tr><td>YEAR 3</td><td>49</td></tr><tr><td>YEAR 4</td><td>45</td></tr><tr><td>YEAR 5</td><td>24</td></tr><tr><td>YEAR 6</td><td>28</td></tr></table> <ul style="list-style-type: none"><li>• Friends of Leighton Group set up.</li></ul>	YEAR GROUP	DATE	FOCUS	NO OF ATTENDEES	REC	26.4.22	Reading - new reading packs issued and LW approach to reading discussed. Art activities based on 'The Very Hungry Caterpillar'.	Parents/carers of 26 children	YEAR 1	4th May pm	Reading/celebrating writing our own stories.	35 parents/carers out of a possible 38 that day as one <a href="#">child absent</a> .	YEAR 2	5th July (AM)	Reading	27 parents/carers	YEAR 3	29.6.22	Reading	20 parents/carers	YEAR 4	27.4.22	<a href="#">Maths</a> - Times Tables (MTC)	Swordfish - Marlin -	YEAR 5		<a href="#">Cancelled</a> due to COVID absence of staff		YEAR 6	23rd June (PM)	Art	13 parents/carers	YEAR GROUP	NO OF PARENTS	REC	61	YEAR 1	42	YEAR 2	49	YEAR 3	49	YEAR 4	45	YEAR 5	24	YEAR 6	28
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## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
X Tables Rockstars	TT Rockstars
Tutor mate	Tutor Mate

## Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A