

Lunsford Primary School 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 (21-22)	Data (22-23)
School name	Lunsford Primary School	
Number of pupils in school	207	
Proportion (%) of pupil premium eligible pupils	19% (40 pupils)	21.3% (44 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024	
Date this statement was published	December 2021	
Date on which it will be reviewed	July 2022	July 2023
Statement authorised by	Gary Anscombe, Headteacher	Gary Anscombe
Pupil premium lead	Stephanie Davies	Gary Anscombe
Governor lead	Jacky Sharpe	Jacky Sharpe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41005
Recovery premium funding allocation this academic year	£4205 (based on 29 pupils)
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	£45210
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Part A: Pupil premium strategy plan

Statement of intent

Our intention at Lunsford is that all pupils, irrespective of their background or the challenges they face, achieve the school aims, as outlined in our vision for all pupils and make good progress from their individual starting points.

We will consider the challenges faced by vulnerable pupils, such as those that have a social worker, and provide a supportive school family to support their needs, regardless of whether they are disadvantaged or not. We will enable all pupils to share in and explore vibrant learning experiences which motivate and challenge them, both in school and out.

Quality first teaching underpins all that we do at Lunsford, with a focus on areas in which disadvantages pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefit the non-disadvantaged pupils in our school.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. We believe that all children are entitled to excellent teaching and learning opportunities that meet the needs of all learners. We will focus on the key challenges that face our disadvantaged children: speech and language, early literacy and maths skills, opportunities and expectations. Intervention will be based on both common challenges and individual needs which we are acutely aware of due to robust assessments and knowledge of our children. This includes planned targeted support where required for pupils whose education has been negatively impacted by the pandemic to safeguard both their emotional and educational recovery.

Our strategy complements our aim this year to ensure that all teaching and learning is consistently excellent across the school and in all areas of the curriculum thus enabling all groups of pupils to achieve exceptionally well from their starting points, as outlined in our School Development Plan.

This is a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes alongside the expectations of what they can achieve. All staff will be responsive to collective challenges and individual needs, using diagnostic assessments and educational research to underpin the approaches that we take to ensure that all pupils at our school excel.

Challenges

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

Challenge number	Detail of challenge
1	55% of all Pupil Premium children within the school compared to 71% of non-Pupil Premium children are working at the expected standard in Reading. We have identified this is partly due to the lack of access to high quality texts and support at home as well as 20% of these pupil premium children being identified as having a Special Educational Need or Disability (SEND).
2	56% of all Pupil Premium children within the school compared to 75% of non-Pupil Premium children are working at the expected standard in Maths. This need is particularly great in KS2 where 52% of Pupil Premium children are working at the expected standard AND 79% of Non-Pupil Premium children are working at the expected standard.
3	Speech difficulties on entry to Reception: Current Reception: 30% of the current cohort need a speech intervention (based on Speech Link assessment) in Reception. Current Year 1: 20% of the cohort needed a speech intervention (based on Speech Link assessment) in Reception.
4	Language difficulties on entry to Reception: Current Year 1: 27% of the cohort failed on one or more area of the Infant Language Link assessment. 20% are receiving an intervention and 8% of the cohort have moderate or severe Language and Communication Needs (LCN) impacting on their understanding of language and have been/will be referred to S&L.
5	Disadvantaged children achieve less well in reading, writing and maths at the end of Reception compared to non-disadvantaged children. In validated 2019 data 20% PP children achieved GLD compared to 90% Non-PP children.
6	Disadvantaged children achieve less well in the Year 1 phonics screening, impacting on their development as readers. Current Year 2: 80% PP children passed the phonics screening (December 2021) compared to 87.5% Non-PP.
7	Currently none of the 40 children eligible for Pupil Premium funding attend Breakfast Club and less than 40% attend a lunchtime or after school club and therefore have limited out-of-school experiences. We have identified for some Pupil Premium children this limits their ability to have the opportunity to mix with others and develop their social skills which is something children have missed out on during the pandemic. This therefore potentially impacts negatively on their wellbeing. In addition to this, Pupil Premium pupils are not receiving the same level of opportunity to their peers and therefore are missing out on being able to draw on outside experiences when accessing all areas of the curriculum.

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
Improved speech and language opportunities and outcomes for children.	Decrease in the attainment gap between those children with poor speech and language on entry to school, compared to those with good speech and language skills on entry to school. The children in Years 1 and 2 demonstrate a greater understanding of language in all lessons and make accelerated progress in reading. By the end of 2022; 80% of PP and those with language difficulties to be working at the expected standard in Reading at the end of KS1 At end of 2022 83% (5/6) PP and SEN achieved ARE By the end of 2023; 68% of PP, EAL and those with language difficulties to be working at the expected standard in Reading at the end of KS1 At end of 2022: 71.4% (Y1) at ARE in reading
Increase in the percentage of disadvantaged children passing the phonics screening at the end of Year 1/KS1, ensuring more disadvantaged children leave KS1 as fluent readers.	Percentage of disadvantaged children passing the phonics screening will be in line with non-disadvantaged children nationally. By end of 2021-22: 100% of Y1 disadvantaged pupils passed the phonics test. By end of 2022-23: 100% of Y1 disadvantaged pupils to pass the phonics test. By end of 2022-23: 100% of Y1 disadvantaged pupils to pass the phonics test

Increase in the percentage of disadvantaged children achieving an expected level of development in literacy and numeracy at the end of Reception, better preparing them for KS1 and KS2	Percentage of disadvantaged children achieving a good level of development will be in line with non-disadvantaged children nationally. By end of 2021-22 33% of disadvantaged pupils achieved GLD. By end of 2022-23 60% of disadvantaged pupils to achieve GLD By end of 2023-24 100% of disadvantaged pupils achieve GLD
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance from 2024/5 demonstrated by Overall attendance rate for all pupils (excluding those with an EHCP for a physical disability) being no less than 97%. The attendance gap between disadvantaged and non-disadvantaged pupils being reduced to under 0.5% The percentage of all pupils (excluding those with an EHCP for a physical disability) who are persistently absent being below 2% and the figure among disadvantaged pupils being no more than 1% lower than their peers. By end of 2021-22: 93.6% - Disadvantaged pupils 94.5% - Non disadvantaged pupils By end of 2022-23 By end of 2023-24

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: £9500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and embed Little Wandle SSP in Reception (2021-2022) and Year 1 (2022-2023). Training for all staff to ensure phonics teaching is high-quality and consistent throughout the school.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,3,4,5,6
Review: Little Wandle purchased in 2022. Resources purchased for Little Wandle in 2022. Training completed for all staff at end of T5. T6 – trial of Little Wandle in Reception		
Purchase of standardised diagnostic assessments (NFER) Training for staff to ensure that assessments are interpreted and administered correctly	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/	1,2,5,6
Review: NFER assessments used in Y3-Y5 x3 per year. Gap analysis completed from assessments and standardised scores and reviewed in Pupil Progress Meetings alongside Teacher Assessment and Target Tracker data.		
Forest School lessons for all children throughout the year, led by a qualified Forest School teacher.	https://www.forestresearch.gov.uk/documents/805/fr0112for-estschoolsreport.pdf	7

Review: Forest School lessons led by Rachel Murray in Y1-Y6 EYFS Forest Schools let by SENCO undergoing Forest School Leader training as part of CPD. Forest School offer for the whole school to continue: Develops resilience outside of the classroom. Developing self-esteem and confidence to explore learning through nature. Develop communication and expression in a natural environment. To encourage humour and time to laugh. · Teachers to continue to use outdoor learning approach across the curriculum to support children's emotional wellbeing. Forest School continues to be on offer for all pupils. Pupils Voice demonstrates that the children are very positive about these sessions. Inspiration Days also initiated x6 per year integrating different activities across all year groups. Through Inspiration Days we have been able to ensure that a variety of outdoor activities are continued to be on offer despite the temporary building accommodation.		
Staff training on mainstream core standards and how to support SEN and disadvantaged pupils Relevant CPD opportunities, including NPQs, for all staff to enhance teaching and learning	EEF research suggests that high quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance pupil's outcomes in the classroom. Due to the increasing level of pupils with an ECHP at Lunsford and those receiving HNF, it is fundamental that staff are secure in meeting the needs of these pupils, which ultimately has an impact on all pupils. https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Teacher-professional-development.pdf	1, 2, 3, 4
Review: Dyslexia Training delivered to all staff by STLS. Mainstream Core Standards CPD delivered throughout the year via Inset days as well as Staff Meetings. Sharing of best practice as well as case studies discussed. Increased access to the STLS surgeries and teachers are attending which is having a direct impact on quality first teaching. SEN scenarios are being incorporated into staff meetings. The mainstream core standards are used to discuss how specific needs can be met within quality first teaching. · Pupil surveys show that children feel supported by teachers and that they know that adults in support can help them if they need help with their learning. · All Personalised Plans and Class Provision maps monitored following the school's assessment timetable and relevant changes being made. · SENCO has carried out class monitoring and learning walks.		
Relevant CPD opportunities, including NPQs, for all staff to enhance teaching and learning.	https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Teacher-professional-development.pdf	1,2,3,4,5,6
Review: NPQSL being undertaken by member of staff for 2021-2022 Partnership Subject Leader Meetings reintroduced in 2021-2022		

Blend of in house as well as on line and F2F CPD for subject leaders (see Training Log for details) Evidence Champions Project with KCC and EEF		
Staff retention via a focus on staff wellbeing	https://www.mentallyhealthyschools.org.uk/whole-school-approach/supporting-staff-wellbeing/	1,2
Review: As of June 2022 Staff retention rates remain consistently high. Wellbeing Policy has been developed and was ratified at FGB in November 2021. Wellbeing Wall in staffroom as well as Buddy system for members of staff in school Mental Health and Well Being Lead for school initiated in 2021-22 – a non-SLT member of staff has taken on the role of leading staff wellbeing and putting in place and reviewing initiatives to support wellbeing. Staff survey in Term 3/ 4 has identified some areas for development and changes have been made such as more frequent TA meetings. Mental Health Lead Training completed in 2021-22 Successful grant application for Senior Mental Health Lead training to help support and develop a whole school Mental Health and Wellbeing plan. Part of the Kent MHST project – Kent Mental Health Support Team will support Lunsford having an Emotional Wellbeing Practitioner in school from September 2022 for half a day a week to support us with wellbeing interventions 1:1 as well as in groups for children and/ or parents.		

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

Budgeted cost: £ 22210

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching assistants in Reception and Year 6 to support teaching and learning (specifically reading)	The main aim is to increase high quality provision by improving pupil and adult interactions that are purposeful and positive. Also the development of language and early number concepts and self-regulation in Reception. https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years Additional TA in Year 6 with a focus on reading and maths, providing immediate, individualised verbal feedback which is recognised by the Education Endowment Foundation as having a positive impact on learning by 8 months with little cost.	1,2,3,4,5,6
Review: Additional Teaching Assistants in Year R and Year 6 have helped support identified pupils in both classes. One Teaching Assistant is undertaking ELSA training to help support pupils.		
Speech, language and assessment (SLA) TA 1 day a week to support children with speech and language needs and to carry out assessments to	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-	1,3,4,5,6

identify barriers to learning in children across KS1.	intervention?utm_source=/projects-and-evaluation/projects/nuffield-early-language-intervention&utm_medium=search&utm_campaign=site_search&search_term=nuff https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention	
Subscription to whole screening assessments to identify potential barriers to learning (e.g. Speech Link, Language Link)		
NELI intervention led by SLA TA for targeted children in Reception.		
Sounds progress		
Nessy intervention for children who need additional phonics support in KS2		
Talk Boost	https://ican.org.uk/talk-boost/	1,3,4,5,6
Tuition including an Academic mentor and in school tuition	School-Led Tutoring is part of the National Tutoring Programme (NTP) in 2021/22. This is a government scheme to support disadvantaged and vulnerable pupils who have missed the most education due to COVID-19. National tutoring programme (NTP) - GOV.UK (www.gov.uk) EEF toolkit - impact of 1:1 tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition EEF toolkit – small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3,4
Reciprocal Reading EEF project	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading	1
Review: National Tutoring Programme – FFT Lightning Squad Six Week Reading Intervention – targeted 30 pupils – 20 of whom are Pupil Premium children in T5 and T6 Sounds Progress Reciprocal Reading Nessy Neli Speech Link Language Link Speech and Language interventions		

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

Budgeted cost: £ 13500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Emotional Wellbeing Team Kent project commences</i>	National scheme (MHST) to link schools and the NHS, providing schools with Emotional Wellbeing Practitioners (EWPs) providing tier 1 & 2 support https://www.england.nhs.uk/mental-health/cyp/trailblazers/#MentalHealthSupport	1,2
Review: Kent Mental Health Support Team will support Lunsford having an Emotional Wellbeing Practitioner in school from September 2022 for half a day a week to support us with wellbeing interventions 1:1 as well as in groups for children and/ or parents. Project SALUS - Salus' Participation Workshop in Lunsford during term 6 academic year 2021 - 2022. Dedicated liaison Officer: Sam Froud Duration: 6 weeks		
Qualified ELSA TA employed 1 day a week to support children with social and emotional needs	https://www.elsanetwork.org/elsa-network/evaluation-reports/	1,2
Review: Due to the success of the ELSA TA the school has trained an additional ELSA TA to support children in the school.		
<i>Educational Psychologist 6 days per year</i>	Funded EP to support staff with strategies to support pupils	1,2
Review: Successful implementation of support strategies run through 2021-22		
Use of Family Liaison officer to engage and support disadvantaged families. Improving the wellbeing of the families will mean that the children are more ready to learn. This will involve providing a listening ear, as well as liaising with external agencies where needed. Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve part funding a family liaison officer to help address these issues and implement strategies	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities Key finding from EEF study suggest that parental engagement has a positive impact on average of 4 months additional progress. There is a higher impact for children with lower attainment. Strong evidence base making the link between attendance and academic attainment.	3,4,7

Review: A new FLO was employed in January 2022 working one day a week solely at Lunsford Primary School. Being an existing member of staff with a relevant background in community support and child safeguarding the school is well placed in continuing to support parental engagement. FLO sent a parent questionnaire to help identify needs of families and has also undertaken Drawing and Talking training alongside the Deputy Head to help support children's mental health and social and emotional needs.		
Residential trips paid for disadvantaged pupils	Based on our experiences and those of similar schools to ours we have identified a need for pupils to gain experiences outside of everyday life. It is therefore important that these pupils have the opportunity to experience the residential trips on offer in Year 4 and Year 6. https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf	1,2,7
Review: The school has significantly supported families financially this academic year with residential trips totalling £1407.96. This has helped at least six families in enabling them to attend residential trips.		
Trips, visits, educational workshops and experiences including More Able days at Ryarsh Primary School	Based on our experiences and those of similar schools to ours we have identified a need for pupils to gain experiences outside of everyday life. It is therefore important that these pupils have the opportunity to experience and take part in a variety of enriching opportunities. https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf	1,2,7
Review: The school has supported families financially this financial year with trips and visits and experiences (including our Inspiration Days for all pupils at Lunsford), as well as a successful More Able Writers Day in T5 for Years 3/4. To date the school has supported 13 families with these activities not counting the whole school Inspiration Days.		
Additional support for school clubs to support increased attendance	Based on our experiences and through discussions with parents over issues with attendance we could offer the opportunity to attend Brookfield Breakfast Club and subsidise after school clubs run to support their attendance during the school day. https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf	7
Review: The school introduced it's Pupil Premium Promise this academic year. It stated: If your child is eligible for Pupil Premium Funding, we promise to provide the following: · A place at Brookfield Breakfast Club · Financial support towards milk · Financial support towards FOLS events · Financial support towards School Uniform		

· Financial support towards a PE Kit · A place at one extra-curricular after school club · Financial support for curriculum trips and school swimming · Financial support for School Journey (Year 6 only) With the reintroduction of Brookfield Breakfast Club for Lunsford Primary pupils the school has currently had four disadvantaged pupils take up financial assistance in attending Breakfast Club. This accounts for a third of all pupils that have attended Brookfield Breakfast Club. At the beginning of the academic year no pupil premium pupils were accessing Brookfield Breakfast Club. The school reintroduced School Clubs in the Autumn Term. It ran 10 clubs. (see School Website for Club details) 104 children attended and 9 were Pupil Premium In Spring Term 9 clubs were run. 110 children attended and 13 were Pupil Premium In Summer Term 9 clubs were run. (10 x Science Club 1 x PP) 116 children attended and 17 were pupil premium. Across the academic year 28 clubs were run and 39 pupil premium children attended these clubs. As a school 336 pupils attended clubs. The school has supported pupils with music tuition - £494.72.		
Additional support for school uniform	https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf	7
Review The school has supported a number of families with school uniform across the academic year.		

Total budgeted cost: £ 45210

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.

A number of our planned strategies were not fully implemented due to Coved 19 restrictions and partial school closures.

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
Language Link/Speech Link	Speech Link
NFER	GL Assessment
NELI	Nuffield Foundation Education Limited
IXL Maths	IXL Learning
TTRS	Maths Circle Ltd

Further information (optional)

At Lunsford we feel that a child's wellbeing is just as important as their academic progress and achievement and always have Maslow's hierarchy of needs in mind when planning for the needs of all children.

No child should miss out because of their families' financial situation so we have also put together our Lunsford Pupil Premium Promise which outlines to parents of our Pupil Premium children what we are able to provide to support their child in top of what we provide within the classroom. Some of the things we promise to provide support for are;

A place at Breakfast Club

Financial support towards milk.

Financial support towards School Uniform

Financial support towards a PE Kit

Financial support towards PTA events

A place at one extra-curricular after school club

Financial support for curriculum trips

Parents are reminded of our Pupil Premium Promise at the beginning of each year and are given details of how to apply for pupil premium funding. Our family liaison officer work with the families if needed supporting them with the application and organising the additional support. We also remind families of the PP Promise throughout the year when needed.

This year we are providing training for some of our learning support assistants in order to enable them to develop a greater understanding of pupil premium and how to support the disadvantaged children within the school. Our subject leaders have also developed a broad and balanced curriculum which takes into account the needs of all learners.