

Lunsford Primary School Pupil premium strategy statement



This statement outlines our pupil premium strategy for the 2023-24 academic year; how we intend to spend the funding and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Lunsford Primary School
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	22.3% (46 pupils)
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Gary Anscombe, Headteacher
Pupil premium lead	Gary Anscombe
Governor lead	Jacky Sharpe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56745
Recovery premium funding allocation this academic year	£3722
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	£60467

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 disadvantaged 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 READING	62.2% of all Pupil Premium children within the school met Age Related Expectations in Reading compared to 75.8% of all Y1-6 children in July 2023. This is in part to the lack of access to high quality texts and support at home. 26% of these Pupil Premium children are SEND (December 2023). 33% of these Pupil Premium children are SEND and are also class aware monitoring.
2 WRITING	53.3% of all Pupil Premium children within the school met Age Related Expectations in Writing compared to 71.1% at the end of July 2023.
3 MATHS	53.3% of all Pupil Premium children within the school met Age Related Expectation compared to 67.2% of all Y1-Y6 children in July 2023.
4 ATTENDANCE	During the last academic year average attendance for Pupil Premium children was 91.8%. 61% Pupil Premium children had an attendance below 95% last academic year 33% Pupil Premium children had an attendance below 90% last academic year
6 Personal Development	Some of our pupil premium children have a lack of cultural capital and enrichment opportunities outside of school. Some PP children need broader outlooks and higher aspirations - low stimulation outside school and lack of life experience.
7 Mental Health & Well-being	Less developed social and emotional intelligence in some PP children (low self-esteem, anxiety, anger management issues). Some individuals are not in a position to make accelerated progress without additional nurturing support and the intervention of external agencies.
9 Mental Health & Well-being	Hardship within some PP families – safeguarding issues, proportionally lower parental engagement, limited support for home learning, restricted life experiences, families struggling financially, low aspirations.
10 SEND	Ensuring that provision is tailored to meet the personal barriers to learning for each child. For example, 24% of disadvantaged children are recorded on the SEND register.

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
1. Pupils eligible for PP make rapid progress in Reading by the end of the year so that greater numbers of pupils eligible for PP meet age related expectations.	The gap between the number of Pupil Premium children and non-Pupil Premium achieving the expected standard diminishes over time. Data shows that individual PP pupils have accelerated their rate of progress in Reading, Writing and Maths. <u>By the end of 2024:</u> 75% of PP children to achieve the expected standard in Reading at the end of KS2 (currently 62.5%) 80% of PP children to achieve the expected standard in Reading at the end of KS1. (Currently 60%) <u>REVIEW:</u> Number of Pupil Premium students increased in Year 6 to 10 pupils. 3 of those pupils were on the SEN register so were identified as Double Disadvantaged with one pupil having an EHCP. Of these three pupils two of them came to the school during KS2. 70% of Pupil Premium children achieved ARE in Reading at the end of KS2 – compared to 56.9% in Kent. Pupil Premium results for reading at the end of Key Stage 2 were just below National results for ALL pupils. 50% of Pupil Premium children achieved a High Score which is well above local Pupil Premium data as well as National Data for all pupils.

	Reading, writing and mathematics – attainment for Disadvantaged pupils – 10 pupils	School PP	Kent PP	National ALL
	Reading: % of pupils achieving the expected + standard	70%	56.9%	73
	Reading: % of pupils achieving a High Score (110+)	50%	16.3%	29%
	Writing: % of pupils achieving the expected + standard	70%	56.4%	71%
	Writing: % of pupils achieving Greater Depth	10%	5.3%	13.3%
	Mathematics: % of pupils achieving the expected + standard	70%	51.8%	73%
	Mathematics: % of pupils achieving a High Score (110+)	30%	9.8%	23.8%
	Combined Reading Writing and Maths: % of pupils achieving the expected + standard	70%	39.1%	59%
	Combined Reading Writing and Maths: % of pupils achieving the Higher Standard	10%	2.7%	8%
	Grammar, Spelling & Punctuation: % of pupils achieving the expected + standard	80%	50.5%	72%
	Grammar, Spelling & Punctuation: % of pupils achieving a High Score (110+)	30%	12%	30.1%
	<u>By the end of 2024:</u> 100% of PP children to achieve the expected standard in Reading at the end of KS2 66% of PP children to be at the expected standard in Reading at the end of KS1.			
2. Pupils eligible for PP make rapid progress in Writing by the end of the year so that greater numbers of pupils eligible for PP meet age related expectations.	The gap between the number of Pupil Premium children and non-Pupil Premium achieving the expected standard diminishes over time. <u>Review for end of KS2 2023:</u> 70% of the Pupil Premium children achieved ARE in writing at the end of KS2. This was well above local data for Pupil Premium and in line with National data for ALL pupils. 10% of Pupil Premium children achieved Greater Depth for writing which again was higher than Kent Pupil Premium data and in line with National data for ALL pupils.			

	<u>By the end of 2024:</u> 100% of PP children to achieve the expected standard in Writing at the end of KS2 66% of PP children to be at the expected standard in Writing at the end of KS1.
Pupils eligible for PP make rapid progress in Maths by the end of the year so that greater numbers of pupils eligible for PP meet age related expectations.	The gap between the number of Pupil Premium children and non-Pupil Premium achieving the expected standard diminishes over time. <u>Review of end of KS2 2023:</u> 70% of Pupil Premium pupils at the end of KS2 achieved ARE in maths which is well above local Pupil Premium data (51.8%) and is in line with National data for ALL pupils. 30% of Pupil Premium pupils at the end of KS2 achieved a High Score in Maths which again is well above local Pupil Premium data (9.8%) and National data for ALL pupils (23.8%). <u>By the end of 2024:</u> 100% of PP children to achieve the expected standard in Maths at the end of KS2 66% of PP children to be at the expected standard in Maths at the end of KS1. (Currently 50%) <u>By the end of 2025:</u> 50% of PP children to be at the expected standard in Maths at the end of KS2 (currently 10%)
To improve the current attendance and punctuality of a group of Pupil Premium children whose attendance is below 95%	Pupil Premium will improve their attendance and lateness to school 80% of Pupil Premium children have an attendance above 95% by the end of the year. <u>Review:</u> In 2022-23 Attendance for Pupil Premium Children was 90.4%. For non-pupil premium children it was 95.8%. 66% of Pupil Premium children had attendance of below 95%. 30% of Pupil Premium children had attendance of less than 90%. 7% of Non-Pupil Premium children had attendance of less than 90%. This will remain a high priority for the next academic year.

For all pupils to have improved resilience and aspirations through access to wider opportunities within an enhanced curriculum that will impact positively on learner behaviours and pupil outcomes re: academic, social and emotional development.	• Majority of Disadvantaged children take part in at least two lunchtime or after-school clubs or enrichment activities each year e.g. sports competitions, peripatetic music lessons. • Increase in the number of pupils accessing extra-curricular activities and trips, increasing their life experiences. • Our rich, exciting and engaging curriculum is further enhanced to ensure that lessons promote shared values and pupils' SMSC development. • Positive emotional wellbeing and good mental health is promoted across the school community so that all pupils have high aspirations and positive self esteem. • A free place at Brookfield Breakfast Club is provided for PP children. • Quality lunchtime and after-school clubs offered to PP children provide them with wider opportunities thereby enhancing their personal development. Trips, visits, clubs are subsidised so PP children have the same opportunities and experiences as non-disadvantaged children.
To address the academic, social, emotional and mental health needs of pupils who are most at risk of underachieving through support for our vulnerable families.	• For pupils with SEMH needs, accurate and timely identification and careful monitoring of individual targets, support plans and bespoke provision in class enables these children to thrive. • SENDCO and FLO proactively engages with outside agencies to provide additional support and advice where appropriate re: mental health and well-being. • SLT/ SENDCO/ FLO identify parents for additional support and work with them on strategies to support SEMH and further parental engagement. • Class Dojo and home learning protocols increase the amount of home learning that children have access to. • School further develops its communication via accessible website with regular Dojo Posts and links. • Maths, Reading and Phonics Parents programmes and other curriculum events for parents are held during the year. • Reduced absence among pupils eligible for PP to achieve targets. • Attainment and progress is improved through greater motivation and self learning. • Parents report positive experiences of working with their children on learning objectives at home.

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: £3803.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
To teach challenging and thoughtfully scaffolded lessons across all ability ranges, demonstrating the use of an appropriate range of teaching skills, strategies (including feedback) and resources that meet learners' needs, take account of diversity and promote equality and inclusion.	<i>Sutton Trust found that, 'The effects of high- quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers</i> <i>Meta-Analysis of research by John Hattie breaks down quality teaching into: Pupils having clear goals/objectives; Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them.</i> <i>High quality teaching for all is the most important lever for improving outcomes (EEF Guide to Pupil Premium).</i> <i>Evidence to support the impact of quality first teaching. The EEF notes that feedback appears to have a greater effect on primary pupils (+7 months):</i> <i>Teacher Feedback to Improve Pupil Learning EEF</i> <i>(educationendowmentfoundation.org.uk)</i>	1,2,3,5,8
Embed the use of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	<i>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:</i>	1,2,3,8
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school	<i>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</i> <i>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</i> <i>The EEF guidance is based on a range of the best available evidence:</i> <i>Improving Mathematics in Key Stages 2 and 3</i> <i>EEF Tiered Approach, 'Making learning stick - the science of learning,'</i> <i>EEF tiered approach, DfE 2020, Rosenshine</i> <i>EEF Professional Development Guidance Report</i>	3

and to access Maths Hub resources and CPD (including Teaching for Mastery training).		
To address the specific needs of each child on an individual basis, to ensure that support and provision is personalised to meet the barriers to learning for each child.	<i>Evidence to support the impact of quality first teaching and targeted support:</i> <i>The EEF Guide to the Pupil Premium</i> <i>Evidence to support closing the gap:</i> <i>Mark Rowland – Addressing Educational Disadvantage</i> <i>EEF The Attainment Gap</i>	1,2,3,4,8
Purchase and embed Little Wandle in Year 1. 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	1,2
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/	1,2,3,4
Forest School Inspired Learning lessons for all children throughout the year.	https://www.forestresearch.gov.uk/documents/805/fr0112forestschoolsreport.pdf	5
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. 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, 8
Staff training on attendance, relationships with the children and how to	Healthy teacher/ student relationships have a strong positive effect on pupil learning. When pupils believe their teachers know and care for them as individuals, they are more willing to take risks and make	4

support children and families	mistakes and to see these mistakes as learning opportunities. A pupil who knows that his teachers care for him/her as more likely to aim higher and be more willing to be at school.	
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
Staff retention via a focus on staff wellbeing	https://www.mentallyhealthyschools.org.uk/whole-school-approach/supporting-staff-wellbeing/	1,2,3,4
TA training various training sessions will take place for TAs across the school. Training will cover various topics such as behaviour, phonics and maths support.	EEF Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.	1,2,3,4, 8

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

Budgeted cost: £ 47221

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching assistants in Year R, Year ½, Year 5 and Year 6 to support teaching	The main aim is to increase high quality provision by improving pupil and adult interactions that are purposeful and positive. Additional TA in Year 6 with a focus on reading and writing, 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. Support staff to be class based for same day intervention: including pre and post teaching Experienced TAs assigned to classes with high proportions of PP or vulnerable pupils	1,2,3,4,8
Speech, language and assessment (SLA) TA to support children with speech and language needs and to carry out assessments to identify barriers to learning in children across KS1.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention?utm_source=/projects-and-evaluation/projects/nuffield-early-language-intervention	1,2,3,4,8

Subscription to whole screening assessments to identify potential barriers to learning (e.g. Speech Link, Language Link)	intervention&utm_medium=search&utm_campaign=site_search&search_term=nuff	
NELI intervention for targeted children in Reception.	Targetted speech and language support at Lunsford has enabled children to make progress with their speech and understanding of vocabulary which supports children across and throughout the curriculum. https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention	
Class teacher will work with their pupil premium children regularly within lessons and some children PP children will receive tutoring offered by the class teacher.	The pupil premium questionnaire showed that a majority of pupil premium children across the school believed that working in a small group with the class teacher in lessons helped them to learn. The Sutton Trust (2011) confirms that good teachers are especially important for pupils from disadvantaged backgrounds, and through quality teaching first provide a consistently high standard	1,2,3,4,8
TAs to focus on reading and Writing.	EEF states that there is good evidence that one-to-one and small group tuition can have a positive impact on attainment. Conferencing TAs provide immediate, individualised verbal feedback which is recognised by the Education Endowment Foundation as having a positive impact on learning by 8 months with little financial impact.	1,2,3,8

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

Budgeted cost: £ 9942.84

Activity	Evidence that supports this approach	Challenge number(s) addressed
Qualified ELSA TAs employed 4 x afternoons a week to support children with social and emotional needs	https://www.elsanetwork.org/elsa-network/evaluation-reports/	1,2,3,4
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	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.	4,6

DfE's Improving School Attendance advice. This will involve funding a family liaison officer to help address these issues and implement strategies.		
Attendance Action Plan to be written to highlight desired outcomes and key areas in which attendance can be improved.	Department for Education guidance suggests that the foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils want to be and are keen and ready to learn. Our action plan for attendance takes this into account and ensure that all staff are also aware of the boundaries affecting attendance.	4,6
Relax Kids All children to attend Relax Kids once a term	Supports the Wellbeing of pupils with mindfulness techniques.	5,6,7
Promotion of reading for pleasure through involvement in Buster Book Club and it's elevation across the school.	Evidence suggests that reading for pleasure leads to increased attainment. Clark and DeZoya (2011) found a significant positive relationship between enjoyment and attainment indicating that pupils who read more are also better readers.	1,8
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 Yar 4 and Year 6. https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf	1,2,3,4,5,7
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	1,2,3,4,5,7
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	4,7
Additional support for school uniform	https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf	4,7
Forest School Inspired Learning	The Natural Connections project provides strong evidence that learning outdoors has multiple benefits	1,2,3,4,5

All children to attend forest school at least twice a term. Groups of children including Pupil Premium children to be identified to receive additional Forest school inspired learning sessions. Development of Inspiration Days once a term	for school children. 92 per cent of teachers surveyed said that pupils were more engaged with learning when outdoors and 85 per cent saw a positive impact on their behaviour. The majority of children also thought they learned better and achieved more when learning outside. 92 per cent of pupils involved in the project said they enjoyed their lessons more when outdoors, with 90 per cent feeling happier and healthier as a result. Studies from the Education Endowment Foundation show that adventure learning interventions consistently demonstrate positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. Teachers at Lunsford have commented that they have seen an increase in the wellbeing of the disadvantaged children in their class when at Forest school Inspired Learning and also during Inspiration Days. This has also improved their ability to focus in class.	
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Total budgeted cost: £ 60967.09

Review of outcomes in the previous academic year 2022-2023

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Outcome 1:

Pupils eligible for PP make rapid progress in Reading by the end of the year so that greater numbers of pupils eligible for PP meet age related expectations.

AT END OF 2022:

55% of all Pupil Premium children within the school met Age Related Expectations in Reading compared to 71.8% of all Y1-6 children in July 2022. This is in part to the lack of access to high quality texts and support at home. 37.5% of these Pupil Premium children are SEND (July 2022) .

Impact:

At end of 2023:

60.9% of all Pupil Premium children within the school met Age Related Expectations in Reading compared to 72.2% of all Year 1-6 children in July 2023.

32.6% of these Pupil Premium children are on the SEND register making them Double Disadvantaged.

Attainment for Pupil Premium Pupils:

Reading (46 pupils)	No. (%)	Below	On Track or higher	Higher
All Pupils	46 (100%)	18 (39.1%)	28 (60.9%)	7 (15.2%)
Males	24 (52.2%)	11 (45.8%)	13 (54.2%)	3 (12.5%)
Females	22 (47.8%)	7 (31.8%)	15 (68.2%)	4 (18.2%)
Pupil Premium	46 (100%)	18 (39.1%)	28 (60.9%)	7 (15.2%)
All SEN	15 (32.6%)	11 (73.3%)	4 (26.7%)	1 (6.7%)
Not SEN	31 (67.4%)	7 (22.6%)	24 (77.4%)	6 (19.4%)

Writing (46 pupils)	No. (%)	Below	On Track or higher	Higher
All Pupils	46 (100%)	22 (47.8%)	24 (52.2%)	2 (4.3%)
Males	24 (52.2%)	13 (54.2%)	11 (45.8%)	0 (0%)
Females	22 (47.8%)	9 (40.9%)	13 (59.1%)	2 (9.1%)
Pupil Premium	46 (100%)	22 (47.8%)	24 (52.2%)	2 (4.3%)
All SEN	15 (32.6%)	13 (86.7%)	2 (13.3%)	0 (0%)
Not SEN	31 (67.4%)	9 (29.0%)	22 (71.0%)	2 (6.5%)

Mathematics (46 pupils)	No. (%)	Below	On Track or higher	Higher
All Pupils	46 (100%)	18 (39.1%)	28 (60.9%)	6 (13.0%)
Males	24 (52.2%)	10 (41.7%)	14 (58.3%)	3 (12.5%)
Females	22 (47.8%)	8 (36.4%)	14 (63.6%)	3 (13.6%)
Pupil Premium	46 (100%)	18 (39.1%)	28 (60.9%)	6 (13.0%)
All SEN	15 (32.6%)	11 (73.3%)	4 (26.7%)	0 (0%)
Not SEN	31 (67.4%)	7 (22.6%)	24 (77.4%)	6 (19.4%)

Published data KS1 2023:

KS1 Trends - All Pupils and FSM Ever Pupils Attainment

*DfE published

**Emerging National

		2022					2023				
		School		Kent		National*	School		Kent		National**
		All	FSM	All	FSM	All	All	FSM	All	FSM	All
Reading	% Expected Standard+	75.9	80.0	67	48.5	67	66.7	50.0	69.1	50.7	68.3
Writing	% Expected Standard+	55.2	40.0	58	37.7	58	66.7	50.0	60.5	41.1	60.1
Maths	% Expected Standard+	72.4	80.0	68	49.4	68	70.0	50.0	71.2	54.1	70.4
Reading	% Greater Depth	24.1	20.0	18	7.1	18	36.7	25.0	18.5	7.7	18.8
Writing	% Greater Depth	6.9	0.0	8	2.2	8	3.3	25.0	7.8	2.3	8.2
Maths	% Greater Depth	6.9	0.0	14	5.1	15	26.7	25.0	15.4	5.7	16.3

Pupil Premium children were in line with Local Pupil Premium data for reaching ARE in Reading.

PHONICS

In Year 1 4/9 Pupil Premium children did not pass the Phonics Test. Out of the 4 Pupil Premium children that did not pass one child has moved house and schools and is no longer on the school roll. The other three Pupil Premium children are on the SEN register.

Phonics results in Year 2

Overall 93.3% of pupils by the end of Year 2 passed the Phonics Screening Test.

The 2 pupils that did not pass are on the SEN register. One pupil has an EHCP plan and is now registered as Pupil Premium.

As of July 2023 all Pupil Premium children by the end of Year 2 passed the Phonics Screening Test.

READING Y1-5 2023 Progress

End of Year assessments indicate that the gap between PP vs Non-PP is lessening.

178 pupils		Missing Assessment	On Track or Higher	
Reading	No. (%)	No. (%)	Aut2 22-23	Sum2 22-23
Pupil Premium	46 (25.8%)	1 (2.2%)	44.4%	60.0%
Not Pupil Premium	132 (74.2%)	4 (3.0%)	68.0%	77.3%
Difference (change in difference):			23.6	17.3 (-6.3)

Interventions and impact:

Additional Phonics intervention was very successful for the identified pupils with good in year progress.

The purchase and training and use of Little Wandle has been a success with an increasing number of pupils at the end of Year 2 passing the phonics screening test.

The school used the NTP funding to engage with FFT Lightning Squad Reading intervention that supported identified Pupil Premium children. This was a 6 week programme – reading in small groups every day with a reading tutor.

The intervention comprised of identified pupils from Y1-Y6 who were either Pupil Premium / SEN/ or Bottom 20% readers.

For the identified Pupil Premium children 83.3% made accelerated progress during the intervention from the baseline assessment (reading age).

Out of the KS2 Pupil Premium children that attended the intervention 80% of the pupils made accelerated progress on our assessment system (Target Tracker).

Outcome 2:

Pupils eligible for PP make rapid progress in **Writing** by the end of the year so that greater numbers of pupils eligible for PP meet age related expectations.

At the end of July 2022 - 42% of all Pupil Premium children within the school met Age Related Expectations in Writing compared to 63.8% of all pupils.

This need is particularly greater in current Year 4 where none of the Pupil Premium pupils are currently working at ARE in Writing. 63% of Pupil Premium children in Year 4 have been identified as having a Special Educational Need (5/8). There is also a greater need in the current Year 2 and Year 3 where 40% of Pupil Premium children are currently meeting ARE in both classes.

Writing at the end of KS2 – Please see above for data analysis at the end of KS1 and 2.

Writing (178 pupils)	No. (%)	Missing Assessment	Below	On Track or higher	Higher
All Pupils	178 (100%)	2 (1.1%)	59 (33.5%)	117 (66.5%)	16 (9.1%)
Pupil Premium	46 (25.8%)	0 (0%)	22 (47.8%)	24 (52.2%)	2 (4.3%)
Not Pupil Premium	132 (74.2%)	2 (1.5%)	37 (28.5%)	93 (71.5%)	14 (10.8%)

At the end of July 2023 52.2% of all Pupil Premium children met ARE in Writing compared to 66.5% of all pupils.

Outcome 3: Maths

60.5% of all Pupil Premium children within the school met Age Related Expectation compared to 75.3% of all Y1-Y6 children in July 2022. The need is greater in the current Year 4 class where only 25% of Pupil Premium children are working at ARE and in Year 6 where only 62.5% of Pupil Premium children are at the expected standard.

Maths at the end of KS2 – Please see above for data analysis at the end of KS1 and 2.

Mathematics (178 pupils)	No. (%)	Missing Assessment	Below	On Track or higher	Higher
All Pupils	178 (100%)	2 (1.1%)	37 (21.0%)	139 (79.0%)	42 (23.9%)
Pupil Premium	46 (25.8%)	0 (0%)	18 (39.1%)	28 (60.9%)	6 (13.0%)
Not Pupil Premium	132 (74.2%)	2 (1.5%)	19 (14.6%)	111 (85.4%)	36 (27.7%)

Despite very positive results in Maths for Pupil Premium children at the end of Key Stage 2 the gap has slightly widened between Pupil Premium children and All Pupils in Maths.

This will stay as an area of focus in the school and on the Pupil premium Strategy for 2023-2024

Outcome 4:

To improve the current attendance and punctuality of a group of Pupil Premium children whose attendance is below 95%

2021-2022

During the academic year 2021-2022 - 46.9% of Pupil Premium children had an attendance below 95% with 78% of these children had an attendance below 90%.

In 2022-23 Attendance for Pupil Premium Children was 90.4%. For non-pupil premium children it was 95.8%. 66% of Pupil Premium children had attendance of below 95%.

30% of Pupil Premium children had attendance of less than 90%.

7% of Non-Pupil Premium children had attendance of less than 90%.

This will remain a high priority for the next academic year.

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
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.