

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
School name	Lunsford Primary School
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	19% (40 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
Statement authorised by	Gary Anscombe, Headteacher
Pupil premium lead	Stephanie Davies
Governor lead	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

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.
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.
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.
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.

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
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
Forest School lessons for all children throughout the year, led by a qualified Forest School teacher.	https://www.forestresearch.gov.uk/documents/805/fr0112forestschooolsreport.pdf	7
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
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

Staff retention via a focus on staff wellbeing	https://www.mentallyhealthyschools.org.uk/whole-school-approach/supporting-staff-wellbeing/	1,2
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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
Speech, language and assessment (SLA) TA 1 day a week 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&utm_medium=search&utm_campaign=site_search&search_term=nuff https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention	1,3,4,5,6
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

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/#_Mental_Health_Support	1,2
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
<i>Educational Psychologist 6 days per year</i>	Funded EP to support staff with strategies to support pupils	1,2
Use of Family Liason 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	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

involve part funding a family liaison officer to help address these issues and implement strategies		
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
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
Additional support for extended 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
Additional support for school uniform	https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf	7

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 Covid 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.