

Pupil premium strategy statement Lingdale Primary



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	Lingdale Primary School
Number of pupils in school	112
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21-22 (21-24 – 3 year plan)
Date this statement was published	1 st September 2021
Date on which it will be reviewed	Autumn 22/Jan 23
Statement authorised by	Sarah Thornton
Pupil premium lead	Sarah Thornton
Governor / Trustee lead	June Murray

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75630
Recovery premium funding allocation this academic year	£8842
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	£84472

Part A: Pupil premium strategy plan

Statement of intent

Covid -19 Addendum

The impact of Covid – 19 has had a profound impact on the educational landscape. Nationally, emerging evidence shows it is likely the disadvantaged gap has grown throughout the pandemic. The mental, physical and economic impact of COVID-19 has brought about an unpredictable number of challenges, affecting every family within our school community. This has manifested itself in different ways and therefore, it is crucial that, as a school, we re-establish routines and reconnect pupils with their learning and continue to support them with their wellbeing. As such, in order to plan strategically, we have decided to extend our strategy from a yearly focus to a 3-year strategy. We strongly believe in maximising the use of the Pupil Premium Grant by utilising a long-term strategy aligned to the School Development Plan priorities coupled with the additional unforeseen priorities that have arisen due to Covid 19. Our use of the funding will be adapted to meet students' needs as they arise whilst maintaining, where possible, the principles outlined in this document. This strategy will enable us to implement a blend of short, medium and long-term interventions, and align pupil premium and recovery premium priorities.

Statement of intent

- The level of Pupil Premium funding varies year on year according to the number of children eligible for free school meals. The funding received by the school annually is used in a variety of ways in order to give all pupils every opportunity to achieve their potential and to help overcome any barriers to learning. We have utilised and implemented strategies that have been researched and analysed extensively to inform us of the best ways to use this money. We aim to use the Pupil Premium allocation to support attainment and maximise children's potential in terms of learning, raised expectations, high aspiration, experiences and readiness for their next stage in education. At the heart of this, and integral to our approach, is an expectation of high quality teaching for all children. Our strategy is to maximise teaching capacity so that highly effective teachers work with those who need support the most. Therefore, a significant proportion of the funding we receive is focused on enhancing our teaching provision as we strongly believe this is where we can have the greatest impact on the life chances of the children who attend Lingdale Primary School. We know good teaching is the most important lever schools have to improve outcomes for disadvantaged learners. High aspirations for all children are seen as*

everyone's responsibility including parents 'Working together to be the best that we can be.'

Lingdale Primary School is committed to removing barriers to each child's learning and progress. We do not confuse eligibility for the pupil premium with low ability. We focus on supporting ALL pupils to achieve the highest standards and fulfil their potential.

There are key principles underlying our strategy:

- 1. The Pupil Premium should help facilitate an excellent education and the highest expectations for all - regardless of background or barriers to learning.*
- 2. The Pupil Premium should support: emotional wellbeing, improved attainment and readiness for life and learning.*
- 3. The Pupil Premium should help ensure that high quality teaching and learning is prioritised.*
- 4. The Pupil Premium should be used to ensure disadvantaged pupils access excellent teaching and learning every day both in the classroom and remotely.*
- 5. The Pupil Premium should address the needs of pupils as early as possible.*

Challenges

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

Challenge number	Detail of challenge
1	Language There is a significant gap in pupil language development on entry to school when comparing disadvantaged pupils and those not in that group - especially in the areas of Early Language acquisition, speaking, listening and communication. Evidence shows a lack of oracy in children coming from disadvantaged homes
2	Phonics Our internal analysis shows that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	School Readiness Many of our disadvantaged pupils need support to develop: active learning, managing feelings and behaviour, independence and self-regulation when starting school. This also includes sharing and developing positive relationships. This has been further exasperated by the COVID-19 Pandemic. School have a two year provision to support disadvantaged families.
4	Academic Starting Points

	There is a gap in pupil attainment on entry to school when comparing disadvantaged pupils and those not in that group.
5	Attendance Our internal analysis shows that there is significant gap in attendance between disadvantaged pupils and non-disadvantaged pupils. 80% PAs are Disadvantaged.
6	Mental Health and Wellbeing Our observations indicate that the wellbeing of many of our disadvantaged pupils have been impacted to a greater extent than for other pupils during the pandemic. These findings are supported by national evidence.
7	Resources National evidence shows that disadvantaged pupils generally have a more limited access to resources at home to support their learning including use of technology when utilising remote learning.

Intended outcomes

This explains the outcomes we are aiming for **by the end of current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Improved speech and language and communication skills among disadvantaged pupils.	Assessments and observations indicate improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil book study and ongoing formative assessment.
2. Improved active learning, managing feelings and behaviour, independence skills and self-regulation among disadvantaged pupils.	Outcomes and assessments indicate an improvement in active learning, managing feelings and behaviour, independence and self – regulation amongst disadvantaged pupils.
3. Phonics attainment among disadvantaged pupils at end of Reception in line with ‘national other.’	Outcomes from phonics assessment show that disadvantaged pupils continue to be in line with ‘national other’.
4. Reading/Writing/Maths attainment among disadvantaged pupils at the end of KS1 and KS2 is in line with National	Outcomes from national assessments in RWM continue to be in line
5. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	The attendance gap between disadvantaged pupils and their non-disadvantaged peers being in-line.
6. To improve children’s social, emotional and mental health wellbeing so that	Children with social, emotional and mental health needs identified and the

specifically the pupil premium group of children are able to access all aspects of learning	relevant interventions put in place. This includes TIME4YOU counselling.
7. ALL children have access to resources at home to support them with their learning and development.	Analysis shows that no parent or carer needs additional educational resources at home and all children are able to fulfil their learning at home requirements.

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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The retention and investment in high quality teaching and support staff.</p> <p>All classes have a full time TA.</p>	<p>International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations.</p> <p>Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers this also has a positive impact on the emotional well-being of pupils as staffing resources are not overstretched.</p>	All
<p>Update resources of whole-school standardised reading scheme Read, Write Inc. High quality training and refreshers for all staff to ensure assessments are interpreted and administered correctly.</p> <p>Introduction of Nursery RWI</p>	<p>Research shows that investing in a whole school reading scheme and embedding reading comprehension strategies are high impact on average (+6 months) additional progress in academic outcomes over the course of an academic year. Alongside phonics, comprehension is a crucial component of early reading instruction.</p> <p>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:</p>	2,3

Purchase of standardised diagnostic assessments. Success at Arithmetic, Accelerate reading Quality training package for all staff to ensure assessments are interpreted and administered correctly.	Research shows that 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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,2,3,4,
Source, quality assure and purchase quality schemes of work by that are well sequenced, cumulative, All leaders have a key role in ensuring the availability of fully-resourced collaboratively developed schemes of work. Whole school training for all staff to ensure schemes are interpreted and administered correctly and consistently.	Ongoing evidence/research	all

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional keep up phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:	1,2,3
In school teaching staff provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion	Quality tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups:	1,2,3,4,6,7,

of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance and Welfare Service to support vulnerable families to ensure attendance and punctuality is consistently above national average.</p> <p>EWO will be based in school half day per week but available on the phone daily.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Specific early assessments from the Learning Support Service, Speech and Language and the Education Psychologist Service are undertaken and used to support individual pupil outcomes.	The average impact of spoken language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.	1,2,3,4
Our therapeutic counselling service	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of	6

(TIME4YOU) provides family advice and emotional support for our children during times of need.	an academic year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/social-and-emotional-learning	
We buy into high quality data service (Anthony Conlin Data Service) which enables us to analyse all groups within the school and ensure the necessary interventions are put in place to maximise the opportunities for all children to succeed.	By using high-quality data efficiently as a tool to help inform practices in school, senior leaders and their teachers make conscious decisions about the specific uses of each piece of assessment data they will collect. This enables productive conversations about ensuring these are appropriate and useful for the intended purposes. Teachers and senior leaders consider the opportunity costs of 1,2,3,4,5 9 assessment. They recognise that the time and effort spent on assessment must be as valuable – if not more so – than other ‘opportunities’ (such as more teaching time) which could have been taken up. Assessment data informs decisions about teaching and learning. Lessons and interventions are planned proactively in response to purposeful assessments. https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback	1,2,3,4,5
Ensuring all children have adequate access to educational resources at home.	‘Pupils’ access to technology has been an important factor affecting whether they can learn at home. As pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.’ Providing additional books and educational resources to families, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with children.’ https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/digital	7

Total budgeted cost: £80,000

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 2021-22 academic year.

Our internal assessments during 2021-22 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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