



Pupil premium strategy statement – Lingdale Primary School 2024 -2025

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Lingdale Primary School
Number of pupils in school	72 (Reception-Y6)
Proportion (%) of pupil premium eligible pupils	83%
Academic year that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	November 2024
Date on which it will be reviewed	To be reviewed July 2025
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	£89,810
Service funding	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£89,810



Part A: Pupil premium strategy plan

Statement of intent

The intention at Lingdale Primary is that all pupils, irrespective of their background or the challenges they face, make at least good progress and achieve high attainment across all subject areas. Our decision making is driven entirely by what is best for children. By doing this we enhance the life chances of the children and young people in our care.

83% of our pupils are eligible for pupil premium funding. We focus our pupil premium funding on improving all aspects of provision for pupils. We adopt a strategic and targeted approach to provide opportunities to address academic, pastoral and cultural gaps whilst building and developing high aspirations. We will consider the challenges faced by vulnerable pupils, such as those who have social care involvement, gain support from external agencies, are young carers, experience mental health challenges and those experiencing other adverse childhood experiences. The activity we have outlined in this statement is also intended to support the needs of all our pupils, regardless of whether they are disadvantaged or not. High quality first teaching is at the heart of our approach, 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 will benefit the non-disadvantaged pupils in our school

Our ultimate objectives are:

- *To narrow the attainment gap in reading, writing and maths between disadvantaged and non-disadvantaged pupils, both in school and nationally through quality first teaching and increased opportunities for reinforcement of learning at home.*
- *For all disadvantaged pupils in school to make or exceed nationally expected progress rates.*
- *To act early to intervene at the point need is identified*
- *To adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve*
- *To support our children's health and wellbeing to enable them to access learning at an appropriate level and be in school and ready to learn.*
- *To provide wider learning and social experiences (visits) for all children at least 3 times a year and a 2 night residential for Year 5 and 6 children.*



- *To ensure all pre-school children in Lingdale access our Mini Explorers stay and play sessions (pre 2 year old) and our Little Explorers (2 year provision)*

We aim to do this through:

- *Ensuring that teaching and learning opportunities (including quality first teaching) meet the needs of all pupils.*
- *Use of termly data analysis to identify children falling behind.*
- *Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.*
- *Ensuring that disadvantaged pupils have access to a range of interventions in school to meet their SEND needs, identified on EHCPS and IPM (Individual Provision Maps).*
- *Providing an effective TIME4YOU school counsellor for pupils identified through school as vulnerable or in need.*
- *Identified targeted children in pupil progress meetings then discuss disadvantaged children including successes and any areas for further support to enable children to make expected progress.*
- *Part funding trips and keeping costs down in breakfast club and after school clubs to ensure children are provided with wider experiences and are ready to learn.*
- *Continue to provide a fortnightly stay and play session for pre 2 year old children called Mini Explorers and offer all disadvantaged Lingdale 2 year olds 15 hours week provision.*

Achieving these objectives:

- *Ensuring all teaching in school is at least good ensuring that the quality of teaching experienced by all children is excellent.*
- *Allocate a Teaching Assistant to each mixed year group class*
- *All of our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations by giving support to every class.*
- *Supporting payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom. support.*
- *Pupil progress meetings and actions including interventions included.*
- *Pupil voice will highlight that children are enjoying school and are attending clubs and using our breakfast club offer.*



- *Parents will feel supported and believe that we are doing the best that we can for their children.*
- *Pre school children in our community will be in school at the earliest opportunity.*

Challenges

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

Challenge number	Detail of challenge
1	Outcomes and progress of pupils are significantly affected by their SEND and home life. A significant percentage of population live in some of the most deprived areas in the country.
2	A high % of children enter nursery below expected. Increased numbers of pupils with complex needs, including speech and language, social communication, poor working memory, attention difficulties, motor skills, social emotional and mental health. Leading to undeveloped language skills and vocabulary gaps.
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. School have a two year provision to support disadvantaged families (15 hours per week) and a Mini Explorers stay and play session for mothers and babies.
4	Our attendance for children who are PP but also other factors which can add to the complexities and add to the barriers for learning. E.G. SEND, medical conditions, mental health, social worker.
5	Reading/phonics Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and on the wider curriculum as reading is the key to learning.
6	Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils.
7	PP children often have less access to cultural experiences, which hinders their understanding of the wider curriculum and contextual learning.
8	Low levels of aspiration, levels of engagement and participation with PP children and their families in securing their future ambitions. Lack of support from home due to parent's academic ability and confidence.



Intended outcomes

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

Intended outcome	Success criteria
Children will be confident readers by the end of KS2 - well prepared for their next phase of education.	Gap will close in progress made between PP and non-PP The vast majority of disadvantaged children will make at least expected progress. KS2 attainment in reading is in line with or above national. Year 1 phonics data is in line with national or above.
Children's maths skills will prepare them well for the next stage of education, including enabling them to access the KS3 curriculum. KS2 attainment in mathematics is in line with or above national.	Gap will close in progress made between PP and non-PP. The vast majority of disadvantaged children will make at least expected progress. KS2 attainment in mathematics is in line with or above national.
Pupils access a wide range of interventions to meet their SEND needs, including speech and language.	To increase the percentage of PP children who are on track in each year group.
Vulnerable pupils are well supported and have improved self esteem. Support for SEHM issues and learning resilience of disadvantaged pupils will lead to increased engagement.	Children needing additional SEMH support will be identified early. Positive partnerships will be developed with these families. TIME4you and support agencies will support children in understanding emotions and effective ways to support. SLT and Time4YOU counsellor support vulnerable pupils so that children feel safe and happy at school. Parents are sign posted to agencies which will ease any difficulties when they arise.
Language and communication in Early years improves and children in N/R/Y1 have access to a quality phonics programme.	Early identification enables children with speech and language difficulties to be referred to SALT team and the opportunity through programmes to make quick and accelerated progress. Daily phonics (Little Wandle) programme in place from Nursery to Y2.
Improve life and cultural experiences.	All children experience a range of activities, both in and out of school to broaden cultural enrichment and provide an enjoyable and exciting curriculum. The percentage of disadvantaged children who attend extra-curricular clubs/breakfast club will remain at least in line with previous year.
PP attendance increases	Attendance of identifies PP children increases and the gap between PP and



	non-PP narrows. Whole school attendance will be no less than National.
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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: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA support in YR, Y1/2, Y3/4 and Y5/6	High quality focus groups focused on feedback from lessons and to be delivered in Maths and English sessions by teaching assistants to ensure gaps are filled before moving on in lessons. Feedback – low cost high impact https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/feedback Small group tuition – low cost medium impact https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition	1,2,3,5
CPD Ensure all teachers receive high quality CPD in relation to developing evidence-based teaching strategies and pedagogy. For example, development of the outdoor curriculum.	EEF rating: High impact Moderate cost. High evidence base. Evidence suggests that the impact is greater for more vulnerable students and the older learners and those in a wilderness setting and studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months progress There is also evidence of an impact on non-cognitive outcomes such as self-confidence.	1,2,6,7
Continue to build on use of Little Wandle Phonics with continued support and training for teachers and TAs and further	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. Choosing a phonics teaching programme - GOV.UK (www.gov.uk)	1,2,3,6



<p>resources to secure stronger phonics teaching for all pupils and to support development of early reading</p>	<p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>The evidence based DFE https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p> <p>Reflects the exact practice that our school aspires towards.</p>	
<p>Improve personal development across school</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved attitudes, behaviour and relationships and improved academic performance.)</p> <p>EEF https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1635355221</p>	<p>4</p>

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Quality first teaching for all pupils. Reading, Writing and Maths are high priority on school development plan. Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place. TA CPD is ongoing 	<ul style="list-style-type: none"> EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. <p>Training and supporting highly qualified teachers deliver targeted support.</p>	<p>1,3,5,6</p>



<ul style="list-style-type: none"> Teachers/TA's deliver interventions to pupils identified as in need. 	<p>EEF – oral language interventions consistently show positive impact on learning.</p> <ul style="list-style-type: none"> High quality small group interventions Specialists lead CPD sessions with individual pupils and staff. Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health. <p>EEF – social and emotional learning – improves interaction with others and self - management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.</p>	1,2,5
<p>Purchase web-based programs to be used in school at home.</p> <ul style="list-style-type: none"> Reading plus TTRS 	<p>EEF toolkit – parental engagement</p> <p>EEF guide to pupil premium – targeted academic support</p> <p>EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice.</p>	1,3,5
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Early reading and English lead to listen to R/KS1 children read and monitor</p>	<p>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 daily sessions over the year.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Choosing a phonics teaching programme - GOV.UK (www.gov.uk)</p>	1,2, 5

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

Budgeted cost: £9,810

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<ul style="list-style-type: none"> • HT to meet with all new families to ensure a picture of the family and history is obtained to ensure correct support in place. • EWO in place half day week that supports HT and pastoral lead • HT/EWO keeps a register of families and level of support required even before they start school • Home visits • Signposting for support • HT attends TAF, CIN, CP meetings and HT where appropriate 	<p>Decrease in numbers of families in CIN, CP due to increase in families accessing early intervention from Headteacher.</p> <p>Dedicated person in the role, who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family.</p> <p>EEF toolkit– Parental engagement</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>2,4,6,7</p>
<p>Increase rates of attendance</p> <ul style="list-style-type: none"> • Office staff/EWO phones families at 9am if pupil not in school and offers support. • EWO or HT will pick up child from home if required. • EWO (Education welfare officer) works closely with HT and pupils below 90% are identified and protocols followed. Children at risk of PA (below 93%) are also monitored weekly. 	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.</p> <p>Set expectation with parents regarding attendance, along with schools, governors and LA.</p> <p>Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>4,6</p>



<p>Cultural experiences promoted in the curriculum.</p> <ul style="list-style-type: none"> • Essential experiences built into curriculum planning • Reduction in cost of trips for PP • Residential trip cost is reduced for PP • Sports events /afterschool clubs promoted to PP are encouraged to attend and reduction in cost • Outdoor learning encouraged 	<p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Pupil surveys reflect greater enjoyment and engagement in school.</p> <p>EEF – sports participation increases educational engagement and attainment.</p> <p>EEF – outdoor adventure learning shows positive benefits on academic learning and self - confidence.</p> <p>Education Endowment Foundation EEF</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>3,6</p>
<ul style="list-style-type: none"> • Attendance at breakfast club/after school clubs and booster classes. 	<p>The EEF states 'The evidence indicates that, on average, pupils make two additional months progress per year from extended school time and particular through the targeted use of before and after school programmes. There is some evidence that suggests disadvantaged pupils benefit more, making closer to three months additional progress</p>	<p>1,3,4,6</p>
<ul style="list-style-type: none"> • Early identification of PP in EY with parental support in place 	<p>EEF report states that 'on average, early years interventions have an impact of five additional months progress and appear to be particularly beneficial for children from low income families.</p>	<p>2,3</p>

Total budgeted cost: £89,810



Part B: Review of the previous academic year 23-24

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in 2023-2024. All aims were achieved

<i>Aim</i>	<i>Outcome</i>
<p><i>Children will be confident readers by the end of KS2 - well prepared for their next phase of education.</i></p> <p><i>Children's maths skills will prepare them well for the next stage of education, including enabling them to access the KS3 curriculum. KS2 attainment in mathematics is in line with or above national.</i></p>	<p><i>83% of PP children in Y6 achieved expected for RWM at end of KS2. This is above National</i></p> <p><i>Pupil progress meetings highlighted progress pupils were making and identified next steps.</i></p> <p><i>See AC data reports</i></p>
<p><i>Pupils access a wide range of interventions to meet their SEND needs, including speech and language.</i></p>	<p><i>Interventions were in place for 100% of SEND children. Teaching observations and drop ins show that SEND groups are receiving more focused teaching time.</i></p>
<p><i>Vulnerable pupils are well supported.</i></p>	<p><i>Staff, HT and Time4you counsellor worked effectively with families and targeted individuals. PSHE sessions well embedded in every class. Teachers identified pupils who needed early intervention. Behaviour in school is good (see Ofsted, behaviour tracking and Cpoms). Pupil voice shows that pupils are safe and happy (see questionnaires)</i></p> <p><i>Rights Respecting – Silver Award – evidence</i></p>



<p><i>Language and communication in Early years improves and phonics</i></p>	<p><i>SALT engagement</i></p> <p><i>Speech and Language activities for identified children.</i></p> <p><i>Vocab rich curriculum developed for learning areas</i></p> <p><i>86% pp Children passed PSC</i></p>
<p><i>Improve life and cultural experiences.</i></p>	<p><i>Curriculum experiences in each year group see list below</i></p> <p><i>Trips, Residential, Visitors, After School Clubs, Pupil voice</i></p>
<p><i>To further improve the attendance of disadvantaged students. To reduce the number of persistently absent students. Fewer PP children PA and the attendance of PP children shown to be closing the gap to non-PP national averages</i></p>	<p><i>Attendance overall was at National</i></p> <p><i>PAs were slightly above National but support plans to improve are in place this year. Percentage of PA children improved from last year. See AC data</i></p>

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider



Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

N/A

The impact of that spending on service pupil premium eligible pupils