

Pupil premium strategy statement Lawley Primary School

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 |
|---|-------------------------------------|
| Number of pupils in school | 422 |
| Proportion (%) of pupil premium eligible pupils | 14% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023-2024 2024-2025 2025-2026 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | December 2024 |
| Statement authorised by | Carol Mcquiggin |
| Pupil premium lead | Carol Mcquiggin |
| Governor / Trustee lead | Kate Kneller |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £66,065 |
| Recovery premium funding allocation this academic year | £5,220 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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> | £71,285 |

Part A: Pupil premium strategy plan

Statement of intent

We aim to prioritise our most disadvantaged pupils, through high-quality teaching and targeted support and intervention where needed and provide them with the skills they need to be resilient, adaptable, and equipped to deal with whatever challenges our rapidly changing world may hold for them

To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.

Almost 20% of our pupils in receipt of pupil premium have identified special educational needs and a number have been, or are, under the care of the Local Authority. In all cases we strive to ensure all our pupils make excellent progress. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching. We have accessed this using our current staff in school but also accessing training through the National Tutoring Programme.

We have recently identified a small group of pupils who are not making the progress we would expect, despite specific intervention, and so our strategy for 2023-2025 focuses on the needs of this group. Our SLT work to ensure high aspiration and high-quality provision for all pupils in receipt of pupil premium.

Ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment.

We intend to provide opportunities for children to develop as independent, confident, and successful learners with high aspirations, who know how to make a positive contribution to their community and wider society. This has been particularly evident for children on entry to EYFS. We have established a successful induction programme which is now embedded in school and a weekly Forest School session for our youngest children. EYFS also have their own Emotional Literacy Support teacher early intervention helps to remove these barriers sooner in the child's education. Lockdown has seen an increase in pupils' emotional and social needs that impact on learning with increases in both pupil and adult mental health and wellbeing needs. Our strategy includes a highly experienced Pupil and Family Support Officer in school. She works with our team, with external professionals and with our pupils and families directly.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Our pupil premium children as a group are not making as rapid progress as non-pupil premium children. |
| 2 | The attainment of our pupil premium children is lower than that of non-pupil premium children at the end of KS2. |
| 3 | 20% coupled vulnerability having an additional special educational need, behaviour or attachment and trauma. |
| 4 | Many of our pupil premium children do not have the rich and varied experiences as non-pupil premium children seem to have meaning knowledge of the world and vocabulary acquisition is limited. |

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| 5 | Many of our pupil premium children require emotional health and well-being support due to difficulties outside school that then impact on their progress and attainment in school. |
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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 |
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| Improved oral language skills and vocabulary among disadvantaged pupils. | Speech and language will improve across the year and children will have a better understanding of vocabulary. Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Improved reading, writing and maths attainment among disadvantaged pupils. | KS2 reading, writing and maths outcomes in 2023/24 will show that the % of disadvantaged pupils meeting the combined expected standard is at National level. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> - qualitative data from pupil voice, and parent surveys and teacher observations - a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |

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: **£ 17,087**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Purchase of standardised and diagnostic assessments. Training for staff to ensure assessments are interpreted | A range of diagnostic tests provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development | 1,2,3 |

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| and administered correctly. | | |
| <p>Purchase of further reading materials to support our DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>All relevant staff (including new staff) receive training and support in the effective delivery of the phonics scheme. Phonics is well-resourced and prioritised in EYFS and KS1.</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> <p>A secure and consistent approach to the teaching of phonics, particularly in KS2 for targeted pupils, will provide children with the skills they need to de-code and achieve improved progress and attainment in reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews</p> | 1,2 |
| <p>TAs high quality CPD repeated to ensure they can consistently model and scaffold strategies and select reading books that are correctly matched to ability level.</p> | <p>The reading attainment of target pupils and those in DADV/SEND groups improve.</p> <p>TAs will deliver effective intervention resulting in targeted pupils they can consistently model and scaffold strategies.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> | 1,2 |
| <p>Resource and implement new progression maps developed with clear, small steps for consolidation, new learning, and arithmetic.</p> <p>Teachers are supported with CPD and coaching to implement mastery in maths in EYFS and KS1</p> | <p>Attainment in Maths at the end of KS2 will improve.</p> <p>Attainment in Maths at the end of Y4 will improve.</p> <p>Pupils will show good progress in their mastery of arithmetic.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/mathematics-in-key-stages-2-and-3</p> | 1,2 |

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| <p>to strengthen pupil fluency, to implement Number- sense in Y3 and 4 to strengthen pupil fluency. And Arithmetic focus in Years 4 and 6 using detailed progression maps with weekly assessment data to strengthen pupil fluency.</p> | | |
| <p>CPI training refresher</p> | <p>CPI Safety Intervention incorporates trauma-informed and person-centred approaches. The programme is the perfect solution for professionals working in health, social care and education who need to prevent and/or intervene in crisis situations.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> | <p>3</p> |

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

Budgeted cost: **£32,224**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>An additional key person across the reception classes to increase the staff /child ratios to develop speaking and listening skills.</p> <p>Employment of a Speech and Language Support assistant to undertake duties and the implementation of Speech and Language Therapy (SLT) treatment plans for pupils and assessments under the direction of a qualified Speech and Language Therapist.</p> | <p>Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children’s language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. On average, children who are involved in communication and language approaches make approximately +6 months additional progress over the course of a year.</p> | <p>1,2,3,4</p> |

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| <p>Parental engagement across School and in the Early Years</p> <p>Showbie</p> | <p>Actively involving parents in supporting their children’s learning and development. Strategies include: approaches that encourage parents to read and talk with their children at home or to participate in activities in the early years setting; programmes that focus directly on parents themselves, for example, providing training in parenting skills or adult numeracy and literacy support; and more intensive programmes for disadvantaged families or families in crisis, for example through schools appointing a family liaison that work with parents through either home visits or other targeted approaches. On average, parental engagement programmes evaluated to date have led to a positive impact of approximately +4 months progress over the course of a year.</p> | |
| <p>Extending School time</p> <p>Homework club Y5&6</p> <p>Mathematics Times Table club Y4 &5</p> <p>Mathematics Year 6 club</p> | <p>Extending school time involved increasing learning time in schools during the school day. Programmes that extend school time have a positive impact on average but are expensive. Planning to get the most from any extra time is important. It should meet pupil’s needs and build on their capabilities. The average impact of approaches involving extending school time is about +3months progress over the course of the year.</p> <p>Homework activities vary significantly, particularly between younger and older pupils, including but not limited to home reading activities, longer projects or essays and more directed and focussed work such as revision for tests. Homework has a positive impact on average +5 months.</p> | |

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

Budgeted cost: **£32,705**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Continued employment of Pupil & Family Support Officer in providing support and guidance for pupils and families in | Support for disadvantaged pupils and families with emotional and mental health & wellbeing difficulties and addressing their needs so that pupils can focus on | 5 |

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| <p>need of emotional health & wellbeing assistance.</p> <p>Ensure PFSO and support worker have ongoing, sufficient training and supervision.</p> | <p>readiness to learn for the most disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> | |
| <p>Purchase of Primary Outdoor Play and Learning (OPAL) Programme to sustainably improve the quality of play.</p> <p>Training for all staff with regular follow-up meetings and further training. Purchase and replenishment of equipment.</p> | <p>Develop lunchtime activities to ensure that all pupils are engaged and included and to prevent playground issues.</p> <p>Pupil premium pupils have opportunities to engage in activities and are supported in developing social skills through these.</p> <p>https://outdoorplayandlearning.org.uk/research-and-evidence/</p> | 4,5 |
| <p>All pupil premium children have access to after school clubs and school-time activities, including residential and day trips, designed to help develop social skills and team building.</p> | <p>Pupils build practical and life skills, improve self-confidence, and raise expectations of achievement. They have the same enrichment opportunities as non-pupil premium children.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p> | 4 |

Total budgeted cost: £ £82,016

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcome 1&2

Data from internal tests and teacher assessments alongside statutory testing suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils is still below National outcomes.

Outcome 3

The school establishes clear expectations for pupils' behaviour from the early years onwards. They have recently placed a renewed emphasis on recognising good behaviour. The school is a calm and orderly place. Disruption to learning is rare, in part because pupils are keen to learn and enjoy what they do. Pupils are proud of their school and take care over their work. (Ofsted September 2023)

Outcome 4

Visitors and trips out of school help pupils to engage with their learning. A well-planned programme of residential visits contributes to developing pupils' character. Pupils have opportunities to take up positions of responsibility and to influence how the school runs. (Ofsted September 2023)

Outcome 5

Many of our pupil premium children require emotional health and well-being support due to difficulties outside school that then impact on their progress and attainment in school.

Qualitative data and observations indicated that wellbeing and mental health is still significantly impacted, with a particularly marked increase in pupil anxiety. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

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 |
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