

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	421
Proportion (%) of pupil premium eligible pupils	11%
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 (Review December 2024)
Date on which it will be reviewed	December 2025
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.
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.

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 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
Purchase of standardised and diagnostic assessments.	A range of diagnostic tests provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct.	1,2,3

Training for staff to ensure assessments are interpreted and administered correctly.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	
<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
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>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</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

coaching to implement mastery in maths in EYFS and KS1 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.		
CPI training refresher	<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>	3

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>£15,624</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</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>	1,2,3,4

the direction of a qualified Speech and Language Therapist.		
Parental engagement across School and in the Early Years Showbie	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.	
Extending School time Homework club Y5&6 Mathematics Times Table club Y4 &5 Mathematics Year 6 club	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. 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.	

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 for disadvantaged pupils and families with emotional and mental health & wellbeing difficulties and addressing	5

<p>support and guidance for pupils and families in need of emotional health & wellbeing assistance.</p> <p>Ensure PFSO and support worker have ongoing, sufficient training and supervision.</p>	<p>their needs so that pupils can focus on 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

Last year, new progression documents for maths, alongside the support of White Rose planning and assessment tools, allowed for enhanced monitoring and identification of gaps for all pupils. Mastering number and number sense were employed in KS1 and KS2, with regular assessment to ensure the commitment of facts to memory. Over the course of the next academic year, changes to the timings of our day will allow for additional focus on spellings and handwriting.

To help monitor the progress of our PPG pupils, dedicated staff meetings, led by the headteacher, were set aside to review and monitor the progress and attainment. This process held teachers to account for the progress of the pupils in their class and was an effective tool in identifying those at risk of not making adequate progress and intervening. Intervention included additional after school tutoring. Next year, we intend to continue with after school tutoring. After school phonics was also provided for year 1 pupils and pupils in year 2 that did not meet the required standard for the phonics screening test.

During the last academic year, we embedded the adaptive teaching cycle to support the progress of all our pupils and considered the strategies that better suit the needs of PPG and other vulnerable learners. This focussed particularly on building connections between lessons and providing opportunities to review and apply previous learning, whilst considering the presentation of information to include consistent visuals and the chunking of information. As a staff, we have developed a clear lesson structure that moves through a class teacher model, followed by a shared composition before pupils engage in independent application, where assessment for learning takes place. We have moved away from 'ability based' grouping, and now employ flexible grouping informed by the assessment taking place during the lesson.

Data:

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.

Current Update: 2024 Summer data

Data demonstrates that in years 2, 4, 5, and 6 progress of PPG pupils in maths is relative to that of all pupils. PPG pupils in year 2 are making 100% progress and in years 4 and 6 they are demonstrating higher progress data than all pupils. Similarly, in years 2, 3, 4 and 5, a higher percentages of PPG pupils are making more than expected progress in maths.

In reading, 100% of pupils in years 2, 3, 4 and 6 made expected progress, whilst PPG pupils in years 1 and 4 demonstrated a higher percentage of more than expected progress compared to the whole cohort.

There is larger disparity in the writing data, with a difference of 10% or more in years 1, 3 and 5 for expected progress.

PROGRESS PUPIL PREMIUM

Group Name	Number of Students	Expected or Better			Better than Expected		
		Mathematics	Reading	Writing	Mathematics	Reading	Writing
Year 1	9 15.00%	8 88.89%	8 88.89%	8 88.89%	3 33.33%	4 44.44%	1 11.11%
Year 2	5 8.33%	4 100%	4 100%	4 100%	1 25.00%	1 25.00%	0 0%
Year 3	6 9.84%	5 83.33%	6 100%	5 83.33%	1 16.67%	0 0%	0 0%
Year 4	12 20.0%	11 91.67%	12 100%	11 91.67%	2 16.67%	1 8.33%	1 8.33%
Year 5	14 22.58%	13 92.86%	12 85.71%	11 78.57%	1 7.14%	0 0%	0 0%
Year 6	11 18.33%	11 100%	11 100%	11 100%	0 0%	0 0%	0 0%

Attainment year 6

		Below			At and Above			Above		
		Maths	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing
Year 6	60	12 20%	7 11.67%	16 26.67%	48 80%	53 88.33%	42 70%	14 23.33%	16 26.67%	5 8%

Attainment of year 6 PPG pupils: attainment remains lower than national.

		Below			At and Above			Above		
		Maths	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing
Year 6	11 18.33%	4 36.36%	3 27.27%	4 36.36%	7 63.64%	8 72.73%	7 63.64%	1 9.09%	0 0%	0 0%

Attainment whole school PPG

	Number of Students	At and Above			Above		
		Mathematics	Reading	Writing	Mathematics	Reading	Writing
Year 1	9 15.00%	7 77.78%	7 77.78%	6 66.67%	2 22.22%	4 44.44%	1 11.11%
Year 2	5 8.33%	2 40.0%	2 40.0%	2 40.0%	0 0%	0 0%	0 0%
Year 3	6 9.84%	4 66.67%	4 66.67%	3 50.0%	1 16.67%	0 0%	1 16.67%
Year 4	12 20.0%	7 58.33%	8 66.67%	5 41.67%	1 8.33%	1 8.33%	0 0%
Year 5	14 22.58%	10 71.43%	10 71.43%	7 50.0%	3 21.43%	3 21.43%	1 7.14%
Year 6	11 18.33%	7 63.64%	8 72.73%	7 63.64%	1 9.09%	0 0%	0 0%

Outcome 3

20% of our PPG pupils in 2023 – 2024 had additional special educational needs, with 46% of this group having an EHCP (6 pupils). The SENDCo secured 3 of those EHCPs during the academic year. 7% (1 pupil) was supported with ISF funding, secured in 2023 – 2024. All our PPG SEN pupils had additional support identified through their school support maps and class teachers held a termly meeting with their parents to discuss progress towards targets and provision. The Birmingham Continuum assessment tool was introduced to identify progress steps and targets for our pupils with high SEND needs. This helped to create targets and focus on specific provision. Over the course of the next academic year, it is our intention to develop an additional provision, twice a week, to further support learners with complex SEND needs, some of whom are PPG.

“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)

“The school has high expectations for pupils, including pupils with special educational needs and/or disabilities (SEND), and staff alike.” (Ofsted September 2023)

“The school is quick to identify the needs of pupils with SEND. Staff are trained well to support them, and, overall, pupils with SEND learn well.” (Ofsted September 2023)

End of year attainment for PPG pupils with SEND

	At and above		
	Reading	Writing	Maths
PPG/SEND pupils (13)	31% (4)	23% (3)	38% (5)

Outcome 4

Rich and varied experiences:

“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)

All pupils are encouraged and supported to attend residential trips and activities. Residential trips continue to run in every year in KS2 and year 5 pupils attend Young Voices each year. All

year groups go on trips to complement their learning in lessons. Telford music service provide live musical performances for all pupils to enjoy, and Rocksteady perform for a variety of year groups. Last academic year, 3 PPG pupils were supported to access Rock Steady.

During the academic year 2023-2024, an external theatre company came to school to provide all KS2 children with a live theatre experience, and all children had the opportunity to visit the cinema.

During 2023-2024, we organised a 'Santa Brunch' for Reception – year 3, so all pupils had the opportunity to visit Santa, with PPG pupils from year 4 – 6 facilitating the event as they served food and drink and supported younger pupils. This complimented the EYFS Pyjama party, where an additional Santa visit was had. All KS2 children enjoyed a Christmas 'cinema' experience in their classrooms with additional food and drink.

After school clubs continued to be offered, with a focus on providing places for PPG pupils. During the year, 52 PPG pupils accessed an after-school club.

Next year, we intend to develop some additional lunchtime groups to provide opportunities to those pupils who do not wish to stay/cannot stay after school.

We purchased leavers hoodies for 3 PPG pupils and purchased some equipment so 1 of our PPG pupils could access Bikeability.

We continue our journey with OPAL as we develop lunchtime activities to ensure that all pupils are engaged and included as we devise areas and activities that support different types of play. To facilitate this, staff engaged in training with our OPAL mentor and Tas now support 30 minutes of lunchtime. Activities available to pupils include den building, loose parts exploration, a digging pit, outdoor gym, supported sports, arts/craft, quiet zones, mud kitchens, small world play, water play. We had a large sandpit constructed over the summer to be used in the academic year 2024 – 2025. We will continue our journey with OPAL next academic year to sustainably improve the quality of play at our school.

"At social times, they make good use of a wide range of playground equipment." (Ofsted September 2023)

Language acquisition:

Language acquisition is an important part of our daily lessons, and we have placed emphasis on this within our lesson delivery. Key vocabulary and topic vocabulary is highlighted within the learning and often supported by visuals to aid all learners.

Staff in EYFS and Key Stage 1 have worked hard to support children in their early language development and this work continues. An additional member of staff was employed in EYFS so that specific speech and language assessments and interventions could go ahead, these include Stokes Speaks Out, Neli and TalkBoost. In addition to this, our Speech and Language Support assistant, employed to implement Speech and Language therapy treatment plans, continues to focus on specific interventions with identified individuals, these include contrastive pairs, Language for Thinking as well as deliver Talk Boost to pupils identified in KS1 and KS2. She also provides an excellent link between external SALT services, completing assessments

and helping to support pupils whilst they are on the waiting list for external support. Next academic year, we plan to be part of the ELSEC pilot study for Telford and Wrekin so we can continue to develop our understanding and implementation of speech and language support.

Completion of the new school library was a highlight of the last academic year, supporting a love of reading and language acquisition.

“Learning to read is the top priority. From the early years onwards, pupils follow a structured phonics programme. This programme ensures that pupils learn about letters and their sounds in a logical order. Adults check on how pupils are learning effectively, for example by asking individuals to sound out words. Staff work closely with parents and ensure that pupils read frequently to an adult. They provide effective support for any pupils at risk of falling behind. Books are well matched to pupils’ knowledge of phonics. Across the school, pupils enjoy a good range of fiction and non-fiction texts. Teachers pay due attention to different reading skills. This helps pupils to become fluent and enthusiastic readers.” (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 pupils, and targeted interventions where required.

Support included a new Soft Start club running from 8:30 – 9:00, well-being check-ins, 1:1 ELSA sessions, Early Help support and support through Child in Need core groups. 1 pupil participated in 2 blocks of Smashlife and three pupils had funded places in Rocksteady.

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
Picture News	Picture News Ltd. Unit 3, Black Swan Yard Belle Vue Terrace Ripon HG4 2QS