

Pupil premium strategy statement



Lyng Church of England Primary School

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	Lyng Church of England Primary School
Number of pupils in school	96
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	12/11/21
Date on which it will be reviewed	14/10/22
Statement authorised by	Helen Watson
Pupil premium lead	
Governor / Trustee lead	Edwin Pearson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,215
Recovery premium funding allocation this academic year	£3,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£14,181
Total budget for this academic year	£29,896

Part A: Pupil premium strategy plan : Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are demonstrating high attainment.

Our actions are intended to remove barriers to learning and participation so that we

- raise and sustain good progress and attainment
- improve knowledge and cultural capital through a broad and balanced curriculum
- enable participation so that our pupils can fully participate and engage in school life

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment including vulnerable pupils, will be sustained and improved alongside progress for their disadvantaged peers.

Provision will be made through

- High-quality teaching, which is at the heart of our approach. 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.
- Facilitating pupils' access to a high quality reading curriculum, supported by well-structured phonics and reading teaching programmes
- Alternative support and intervention within the school through small group or 1-1 programmes
- Facilitating pupils' access to the curriculum and wider opportunities.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality – a high proportion of disadvantaged pupils have persistent absence compared to non –disadvantaged, with some having regular punctuality difficulties.
2	Weakness in learning behaviours such lack of independence, resilience, concentration in some children. The well- being and mental health of some disadvantaged and vulnerable pupils has been affected through the pandemic.
3	The attainment gap in Reading between disadvantaged/ vulnerable pupils compared to non- disadvantaged. Our disadvantaged and vulnerable pupils are less likely to read at home or have access to books and resources for reading and are less motivated readers, find it difficult to choose a book that interests them or is of an appropriate level. Pupils have gaps in their learning and have not developed early reading skills, such as phonic knowledge and comprehension skills.
4.	Some disadvantaged pupils are not achieving expected standards with more able disadvantaged pupils not achieving a higher standard (GD) The pandemic has led to loss of learning for pupils, creating gaps in curriculum learning. The regular engagement of disadvantaged pupils was low overall during school closures caused by the pandemic.

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
1.To have good attendance for all pupils including disadvantaged pupils	<p>Sustained high attendance</p> <p>Persistent absence for disadvantaged pupils is diminished over the next 3 years.</p> <p>Absence for disadvantaged/ vulnerable and non-disadvantaged pupils with persistent absence is above 90%</p> <p>NB – Absence due to Covid required self isolation will not be included in the figures.</p>
2.To improve learning behaviours to pre pandemic levels through high quality teaching	<p>High Quality Teaching secures the development of metacognitive skills and a Growth Mindset</p> <p>In learning, disadvantaged pupils are demonstrating independence, resilience and perseverance.</p> <p>Pupils are striving to achieve and exceed goals set for them</p> <p>Disadvantaged pupils are achieving well , at least in line with peers.</p>
3. To enable pupils to develop positive well -being supporting SEL and self – regulation.	<p>Surveys from stake holders demonstrate pupils’ well being (mental and physical health)</p> <p>Positive pupil voice</p> <p>Disadvantaged pupils have access to and involvement in enrichment activities in line with non disad peers such as school visits and school clubs.</p>
4.To enable pupils to improve reading attainment	<p>All non -SEND pupils achieve the nationally expected standard in the Y1 phonics test</p> <p>Disadvantaged pupils attain as well as non -disadvantaged in reading, with % attainment at expected or above = to that of non -disadvantaged</p> <p>Disadvantaged pupils with SEND make good progress in reading</p>
5. To ensure all staff are able to identify gaps in learning and barriers to progress for disadvantaged pupils within their classes and target interventions and support appropriately	<p>Diagnostic assessment and Intervention programmes enable disadvantaged pupils make strong progress in learning. (Reading , writing/spelling , maths)</p> <p>They achieve targets set in reading writing maths to close the gap</p>
6. Pupils consistently access a broad and balanced curriculum, which is enriched further wherever possible.	<p>The whole school curriculum is wide and engaging covering all DfE requirements.</p> <p>Curriculum review against ‘Teaching a broad and balanced curriculum for education recovery’ DFE</p> <p>Disadvantaged pupils have access to wide curriculum. They achieve well in line with their peers.</p>

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: £ 6,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
All Teaching and Support staff are trained in the development of early reading and phonics	Education Endowment Foundation (EEF) Preparing for Literacy Guidance EEF Improving Literacy Guidance KS1 <i>'the importance of getting in early with a high quality and well-rounded grounding in early literacy, language and communication'</i> Many of these strategies can be applied to pupils with gaps in learning and to support pupils who are not achieving in reading.	3,4
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils, with matching books	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: Phonics Toolkit Strand Education Endowment Foundation EEF	3,4
Purchase Accelerated Reader programme , resources and staff training (for KS2 only)	Information from other primary schools that have implemented the programme – improvement in pupils' attitudes motivation to read and engagement with texts. The programme supports pupils in selecting books appropriate to their reading level.	3,4
TA Staff develop knowledge of high quality support in reading writing maths is developed through a programme of 8 cpd sessions across the year. cpd for Teachers and TAS, using the guidance and resources Put recommendations into practice	EEF report – Making the best use of Teaching Assistants <i>'Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.'</i>	2,3,4
Staff development: Embedding principles of high quality teaching and assessment	Research by John Hattie, high impact strategies and effect sizes. Visible Learning Growth Mindset EEF – assessment and feedback guidance	2,4

Ensuring whole school curriculum is wide and engaging covering all DfE requirements NB Focus element will be selected subjects for each academic year	'Teaching a broad and balanced curriculum for education recovery' DFE	4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 16,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Staff training	EEF Phonics Toolkit 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	3
1-1 Reading Support Daily reading or Catch up reading programme for KS2 pupils for disadvantaged pupils achieving below expectations	Regular, frequent and consistent reading practise and support	3
Implement appropriate and evidenced Intervention programmes based on identified needs of individuals Purchase of resources and staff training General TA role to enable focussed support by trained staff (eg Catch up Reading)	EEF indicates the value of well targeted and frequent and regular 1-1 and small group interventions	2, 4

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

Budgeted cost: £ 5,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Opportunities for participation and inclusion to develop well-being and positive mental health</p> <p>Pastoral support TA</p> <p>Implement the 5 ways to well – being programme across the school, incorporating regular curricular activity (staff training)</p> <p>Appoint and train a well-being mental health champion</p>	<p>EEF Social and Emotional Learning toolkit</p> <p>New Economics Foundation 5 ways to well being: the evidence. <i>‘A review of the most up-to-date evidence suggests that building the following five actions into our day-to-day lives is important for well-being’</i></p> <p>Our school is taking part in a pilot schools programme Started in Stamford (MindSpace), following a single school trial in 2018- 19</p> <p>Anna Freud Schools In Mind</p>	<p>2, 4</p>
<p>Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.</p> <p>Training and release time for staff to develop and implement procedures.</p> <p>Appoint a member of staff to oversee attendance and liaise with county officers</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>1,2,3,4</p>

Total budgeted cost: £ 28,650

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021

SEND/PP pupils to make expected or better progress in R/W/M – no end of KS data due to Covid 19 closures.

Social and emotional well being – Pastoral support in place and provided during closure and school opening times. Regular contact made with families during school closures. Place offered during partial closures for all disadvantaged pupils but not all took up the place. Meal vouchers provided for all disad families and opportunities through NCC (Holiday schemes) offered.

For pupils to have the same opportunities as non – PP -see above.

All disadvantaged pupils were provided with technology (lap tops/ ipads) to support home learning. The regular engagement of disadvantaged pupils was low overall.

Pupils attain in line with non PP (Reading) no end of KS data due to Covid 19 closures.

Attendance for PP pupils is improved- Attendance suspended March 2020 due to covid closures
Attendance continuing to be affected by covid (eg isolation)

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
Maths online program	Mathletics.com
Reading support	Oxford Owl for School and Home
Assessment materials	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Pupils benefit in the same way as non -service PP
What was the impact of that spending on service pupil premium eligible pupils?	Due to COVID-19, performance measures have not been published for 2020 to 2021