

# 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 2022 to 2023 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	98
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	21/10/22
Date on which it will be reviewed	21/10/23
Statement authorised by	Helen Watson
Pupil premium lead	
Governor / Trustee lead	Edwin Pearson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,465
Recovery premium funding allocation this academic year	£1000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4701
<b>Total budget for this academic year</b>	<b>£18,166</b>

## Part A: Pupil premium strategy plan: Statement of intent

Our aim is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well.

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>
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 social/emotional learning 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
Implementation 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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	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: £ 5000

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 Maths booster class 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, 5

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

Budgeted cost: £ 5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of enrichment activities such as music lessons, after school clubs and school visits , fully funded/ subsidised for disad pupils</p>	<p>Arts participation can have a positive impact on academic outcomes in other parts of the curriculum  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/arts-participation</a></p>	<p>2, 4</p>
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.            Training and release time for staff to develop and implement procedures.            Appoint a member of staff to oversee attendance and liaise with county officers            Attendance Network</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>
<p>Learning Cafés to promote parental engagement in pupil learning and school generally            Letterbox resources to YR/KS1 families</p>		<p>1,3</p>

**Total budgeted cost: £ 17,200**

## 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 to 2022 academic year.

#### **Progress towards Intended Outcomes 2021-2024**

Pupil attendance was in line above the national average for 2021-22.

In 2021-22 attendance for disadvantaged pupils was 92.6%

In 2021-22 attendance for all pupils was 94.62%

The attendance of a small minority of pupils with persistent absence will require increased focus in 2022-23.

#### Reading 2022

in EYFS, 100% PP achieved GLD ( nb x1 pupil)

in KS1 , 100% PP achieved the expected standard ( nb x 1 pupil)

In KS2 , 50% PP achieved the expected standard or better ( nb x2 pupils)

This pupil achieved GD and a progress score ( KS1-2) of +7.5

Access to music lessons and a full and varied programme of additional educational experiences, such as school visits and outdoor and extra-curricular clubs, has promoted pupil engagement.

Parents of PP pupils have attended the Parent cafés with their children, and has supported reading progress for these pupils