

# Pupil premium strategy statement

## *Lavant CE Primary School 2022 - 2023*



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	Lavant CE Primary School
Number of pupils in school	112
Proportion (%) of pupil premium eligible pupils	12.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	September 21 – July 24
Date this statement was published	December 2021
Date on which it will be reviewed	First reviewed: Nov 2022 Next review: Nov 2023
Statement authorised by	Adrian King
Pupil premium lead	Adrian King
Governor / Trustee lead	Mrs. Mel Belderson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,400
Recovery premium funding allocation this academic year	£2030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4,476
<b>Total budget for this academic year</b>	<b>£28,906</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Lavant C.E. Primary School strives to ensure all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. All our staff and governors accept responsibility for ‘socially disadvantaged’ pupils and are fully committed to meeting their social, emotional and academic needs within the school environment. We are committed to ‘closing the attainment gap’ between vulnerable pupils and the Pupil Premium forms a vital part of that process. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. Our chosen approaches are research based from the Education Endowment Foundation (EEF) with high-quality teaching being the most important factor in improving outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all pupils but has a particular positive effect on children eligible for Pupil Premium. The school adopts a tiered approach to Pupil Premium spending, balancing high quality teaching, targeted academic support and wider strategies.

6 of the 14 pupil premium pupils currently on roll are also on our SEND register, including some with very specific and challenging needs. We monitor their progress very closely, and evaluate their outcomes with those of other pupils including those who present with the same needs but who are not in receipt of the pupil premium. We realise the importance of ensuring that their progress is not hindered by any disadvantage, as well as meeting their SEND needs. The remaining 8 pupils are not on our SEND register but progress and support is tracked just as carefully and evaluated in detail during termly progress meetings to ensure their individual needs are met.

Our pupil premium strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1 <b>Attitudes to learning</b>	<i>Lower economic capital that is intrinsically linked to the level of pupils’ cultural and social capital means disadvantaged pupils have differences in experiences, as well as differing levels of support at home, compared to other pupils.</i>

	Some of our pupils, through their life experiences, have low aspirations for their future and demonstrate a lack of resilience as a learner.
	Some pupils lack metacognitive skills and the intrinsic motivation to learn and equip themselves with the necessary knowledge and skills for a successful future
<b>2 Attainment</b> Writing	A number of pupils in receipt of PP are not making expected progress in writing despite interventions.
Numbers sense and fluency	A number of pupils lack confidence with calculation due to insecure number sense and fluency.
<b>3 Pastoral</b>	<i>Lower levels of social and emotional development impacts on pupils' ability to manage emotions and self-regulation.</i>  Some pupils' emotional well-being / social and behavioural needs are affecting their engagement and ability learn.  Some parent's engagement with their child's learning is poor due to personal circumstances.
<b>4 SEND and Oracy</b>	A number of our pupils who qualify for Pupil Premium funding have specific SEND needs and increasing number of children need SALT intervention.  Reduced access to rich language experiences also lead to fewer opportunities to develop oral language.

## 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
Reduce inequalities by improving pupils' cultural capital	Pupils' exposure to culture and situations which they might not have previous experiences is enhanced.
Ensure pupils are intrinsically motivated to learn and have developed the appropriate self-regulation and metacognitive skills to be an effective learner	Improved learning behaviours enable PP pupils to achieve as highly as their non PP peers
Improve outcomes for pupils in receipt of pupil premium in writing	Effective teacher modelling, high quality teaching and effective interventions lead to pupils eligible for PP making strong progress from their starting point.

	Attainment gap is in line with national.
Improve numbers sense and fluency	Pupils eligible for PP rapidly develop improved number and calculation skills measured through internal data analysis against prior attainment including, intervention and maths age measured by NFER tests. Attainment gap is in line with national.
Emotional and mental well-being needs of all PP pupils are met. Pupils are ready for learning.	Children's well-being needs are met and ELSA intervention evidence pupils make good progress in managing emotions and self-regulation. In lessons, pupils are engaged and able to learn.
Families have access to parenting support and are equipped to support learning at home through engaging with ELSA Leads and class teachers Engagement with home learning is raised.	Parents are equipped to support pupils at home and have access to relevant resources for home learning.
Pupils in receipt of pupil premium, including those with SEND make strong progress from their starting points.	Staff trained to identify barriers to learning and deliver specific SALT / Dyslexia and ASD interventions. Strong focus on providing children with rich language experiences. Priority placed on developing strong oral skills.

## 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: £4,004

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD on Metacognition & self-regulation To raise profile of Metacognition across the	See EEF research guidance report +7 months Metacognition and self-regulation approaches aim to help pupils think	1, 3

<p>school and parent community through</p> <p>Staff training</p> <p>Parent workshops</p> <p>Direct teaching of and celebration of learning powers</p>	<p>about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluation their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p> <p>We have identified that some of our PP children have poor self-regulation skills and lack the necessary skills to grow as independent learners</p>	
<p>Staff training on Dyslexia and Dyscalculia.</p> <p>To gain the Dyslexia and Dyscalculia Inclusive Practise Award (DDIPA)</p>	<p>Teacher assessment and monitoring has identified that a number of our PP children are struggling to develop strong skills in literacy. 5 PP children display dyslexic tendencies.</p> <p>Training all staff to ensure our daily practice is Dyslexia inclusive will benefit these children.</p>	2, 4
<p>CPD in variation theory planned for INSET to continue development of high quality progression planning</p>	<p>See NCETM 'Five big ideas' published in 2017</p> <p>Internal research has identified that some of our pupils lack of fluency in their mathematics has slowed progress.</p>	2
<p>Staff training and development of spelling and GD writing</p>	<p>We are seeing our spelling improving but through our internal data we have identified that some children are still struggling in this area.</p> <p>In school moderation suggests need for further work on supporting Greater Depth writers.</p>	2
<p>To raise standards in <b>phonics</b> and early reading through use of a clear and consistent approach across EYFS and KS1</p>	<p>See EEF research guidance report +4 months</p> <p>Early development of phonics and reading strategies in our school have been negatively impacted by the past two years of interrupted education. We have launched a new inspiring phonics scheme to ensure consistency in approach across EYFS and KS1 and a reading volunteers scheme targeting bottom 20% of readers.</p>	2
<p>Subject leaders to identify where exposure to wider</p>	<p>At Lavant we recognise that high attaining non-pupil premium students</p>	1

experiences can be planned to raise the knowledge and cultural capital that disadvantaged pupils need to access and succeed with the upcoming learning.	that do really well are able to articulate about lots of different things they've done, where they've been, what they've seen and what they understand from that. Unless our pupils are able to have those experiences and call on those terms of references about different places they have been they are more of a disadvantage because they are unable to talk or write about them. This does have an impact on our disadvantaged pupils and we want them to have those experiences too, if not at home then at school.	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £17,369

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>NTP Tuition Partners</b> Maths focus year 5 & 2. Experienced tutor through teaching Personnel. 1:3 pupil to tutor ratio. 15 hours of tutoring, 3 x weekly sessions targeting approximately 20 pupils. £6,400	EEF (+4) Guidance: 'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.' Small group tuition is defined as one teacher working with two to five pupils together in a group. Our tutor, an experienced teacher, and maths specialist, joined us in spring 2022 through NTP. She will work closely with the class teacher to identify gaps and plan highly individualised sessions to target the groups' needs. Year 5/6 split, based on school data, enables us to target identified year group	2
Effective deployment of staff, Teaching Assistants to support key children.	EEF research guidance: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a> 'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of	2, 4

<p>Trained TA staff working on Speech and Language / dyslexia interventions based on identified needs. Including Dyslexia Gold and touch-typing skills.</p> <p>Research and purchase further screening tool for Dyslexia and Dyscalculia.</p>	<p>approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.</p>	
<p>To analyse summative assessment data and identify the children who require catch up and more targeted intervention. Closely monitored by HT, DHT and SENDCo at termly Pupil progress meetings.</p> <p>Regular monitoring of targeted interventions</p>	<p>EEF Toolkit guidance: <a href="https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/2-targetedacademic-support">https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/2-targetedacademic-support</a> 'These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to be ongoing, but manageable.</p>	<p>2, 4</p>

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

Budgeted cost: £7,537

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral support from Learning Mentors (ELSA leads) for vulnerable children and families- key support needed to ensure attendance is maintained and pupils are ready to learn.</p> <p>Our ELSA Lead will also offer parenting sessions working on specific needs developed</p>	<p><i>Research from the EEF toolkit, shows that ELSA interventions have an identifiable and significant impact on developing pupil self-esteem, emotional resilience and readiness to learn, and attainment itself (+ 4 months additional progress on average).</i></p> <p>ELSA programmes appear to benefit disadvantaged or low-attaining pupils more than other</p>	

<p>through a needs analysis and will run a parent weekly drop in session</p> <p>Purchase 'My Happy Mind', NHS scheme to improve mental wellbeing and give children an understanding of the science behind brain development and mental health.</p> <p>Pupils are able to participate fully in school trips and residential trips which support learning and enhance the school's curriculum. Financial support towards attending our breakfast / after school clubs, including musical instrument lessons, will enable disadvantaged pupils access to enrichments opportunities that they may not ordinarily have access to outside of school.</p> <p>Purchasing uniform, specific resources to enhance learning of identified individuals (e.g electronic dictionaries, C-pen, laptops, keyboard, quality personal interest texts.)</p> <p>Ensuring sustainability of Forest Schools approach by adopting an outdoor learning model so more pupils can access and staff feel confident to deliver.</p>	<p>pupils. Nurture is an evidence based approach to supporting children's social and emotional needs (Nurture UK). The growing need for disadvantaged pupils requiring 1:1 support provided by the learning mentor has risen significantly in recent years.</p> <p><i>Mental health of pupils has been significantly affected by the pandemic.</i></p> <p><i>EEF guidance - Enrichment activities are beneficial for their own sake outside of any attainment impacts.</i></p> <p>At Lavant, learning is supported by trips to enhance our school's curriculum. Social skills, independence, perseverance and team-work are developed through participation in group activities and overnight stays on residential visits. We have a number of disadvantaged families who struggle to afford the correct items needed for school. At Lavant we financially support such families to ensure every child has everything they need for school life.</p> <p><i>A small number of children lack the resources they need to excel as a learner. Funding is provided so that individual resources can be purchased to improve learning opportunities for identified children</i></p> <p><i>Key findings of Forest Research: <a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/</a></i></p>	
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<p>Staff Training to increase access for all pupils to outdoor learning opportunities.</p>	<p>The evaluation suggests Forest Schools make a difference in the following ways:</p> <ul style="list-style-type: none"> <li>• Confidence: children had the freedom, time and space to learn and demonstrate independence</li> <li>• Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</li> <li>• Communication: language development was prompted by the children’s sensory experiences</li> <li>• Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</li> <li>• Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills</li> <li>• Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment</li> </ul>	
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**Total budgeted cost: £28,910**

# 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.

Official validated data:

Data 2018 - 2022																		
<b>Reading</b>					<b>Mathematics</b>													
	<b>KS1</b>				<b>KS2</b>					<b>KS1</b>				<b>KS2</b>				
	EXS	N	GDS	N	EXS	N	GDS	N		EXS	N	GDS	N	EXS	N	GDS	N	
22	81	66.9	31	18	83	74	33	27.8		87	67.7	25	15.1	83	71	33	22.4	
19	73	74.9	20	25	93	73.1	40	26.9		73	75.6	20	21.7	80	78.6	53	26.6	
18	73	75.4	27	25.6	81	75.8	25	28.4		80	76	13	21.8	81	75.9	13	23.7	
<b>Writing</b>					<b>Combined RWM</b>													
	<b>KS1</b>				<b>KS2</b>					<b>KS1</b>				<b>KS2</b>				
	EXS	N	GDS	N	EXS	N	GDS	N		EXS	N	GDS	N	EXS	N	GDS	N	
22	75	57.6	13	8	83	69	8	12.8		75	53.4	12.5	5.9	75	59	8	7.2	
19	60	69.2	0	14.8	80	78.4	0	20.1		60	64.9	0	11.2	67	64.7	0	10.5	
18	73	69.9	13	15.9	75	78.8	6	20.0		67	65	7	11.7	69	64.9	6	10.0	
<b>Phonics</b>					<b>EYFS</b>													
	<b>Y1</b>		<b>Y2</b>		<b>GPS</b>			<b>KS2</b>			<b>GLD</b>		<b>N</b>		<b>Year 4 multiplication check:</b> Average score 17.8 (Out of 25)			
	Met	N	Met	N	EXS	N	GDS	N		GLD	N							
22	75	75.5	85		83	71	42	28.2		72	65.5							
19	87	81.9	93		93	78.0	40	35.6		73	71.8							
18	74	82.5	100		69	78.1	13	34.6		73	71.5							

- In EYFS, percentage of children attaining GLD has remained inline / slightly above national for the past 3 years.
- Yr 1 phonics scores have slightly dipped in 2022 due to the disruption caused by the pandemic but outcomes were in-line with national figures. (Our two children in receipt of pupil premium passed the phonics check)
- In KS1, attainment in reading, writing and maths is now above previous National percentages at EXS and inline for GD (Our pupil in receipt of pupil premium in year two met the expected standard in reading, writing and maths)
- By the end of KS2, attainment in reading and Maths is consistently above national. (Last year we had no pupil's in receipt of pupil Premium in year 6)
- Outcomes in GPS is now above national at EXS and GD and in writing above national at EXS.
- In KS2, children attaining GD in Maths, Reading and GPS exceeded national for the past two sets of results

The pupil premium funding was strategically spent supporting all disadvantaged children through staff CPD, intervention time, well being support and targeted enrichment and resources. From internal data we have identified that further work is required to develop children's literacy skills, maths fluency, mental wellbeing and resilience.

**Specific inputs:**

- Staff knowledge and understanding of metacognition is helping children understand themselves as learners and aiding the development of resilience and growth mindset.
- Regular fluency lessons and use of Numbots & Times Table Rockstars is improving pupils fluency in maths
- Bespoke interventions from teachers and TA staff “closed learning gaps” for identified children – 22/23 will see greater support for children with identified dyslexic tendencies.
- Impact on mental wellbeing of children caused by the pandemic is becoming more apparent. Investing in ELSA training, and creating a designated nurture room has provided children and parents a safe place to talk and receive support. An investment in ‘My Happy Minds’ a whole school mental wellbeing programme and RHE curriculum will enhance our provision across the school
- Ensuring all children in receipt of PP funding has financial support for uniform and enrichment events ensures equity for all. Purchasing individual resources for children has enabled pupils to pursue interests and develop more positive attitudes towards learning.