

Pupil premium strategy statement Lionel Walden Primary School – 2023-24

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 | 213 |
| Proportion (%) of pupil premium eligible pupils | |
| 1 | 2022-2023 2023-2024 2024-2025 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | November 2024 |
| Statement authorised by | Steve Abey |
| Pupil premium lead | Steve Abey |
| Governor / Trustee lead | Andrew Naughton |

Funding overview

| Detail | Amount |
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| Pupil premium funding allocation this academic year | £50,745 Free School Meal/Ever 6 – $£1455 \times 27 = £39,285$ Service Children $£335 \times 4 = £1340$ Looked After Children $£2530 \times 4 = £10120$ Budget Year: April 2023-March 2024 |
| Recovery premium funding allocation this academic year | $£145 \times 30 = \textbf{£4350}$ Sept 2023 – Aug 2024 |

| | |
|--|--------------------|
| Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</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> | £ 55,095.00 |

Part A: Pupil premium strategy plan

Statement of intent

Lionel Walden Primary School will work hard to ensure that all pupils are given the opportunities to achieve their full potential and to overcome any barriers that they may have to their learning. We will consider our schools context and challenges whilst seeking to use proven strategies and interventions to remove barriers to learning. Some common barriers to learning that our children may face include weaker language and communication skills, attendance and punctuality issues as well as less support provided from home. Some children may also show differing behavioural needs, sometimes as a result of low confidence or more complex family situations.

Quality first teaching is at the core of our approach, ensuring that lessons are well thought out to engage all children, are sequenced to build on prior knowledge and understanding, and involve children in their learning at every opportunity. High quality teaching has been proven to have the greatest impact on closing the disadvantage attainment gap and benefits all pupils. All children will experience challenge in their learning, and be supported with strategies to overcome barriers themselves, leading to more confident and empowered children.

The school's motto of Putting Children First – Progress with Partnership is never more important. We will engage parents at every opportunity, whether that be at workshops exploring learning, parent consultation events or more social events the school puts on. This way, the partnership between school and home is strengthened and each stakeholder makes a positive contribution to children's progress.

We know that children who are in receipt of Pupil Premium are not in a homogenous group. The challenges that each child faces are different. Staff must know the strengths and weaknesses of all their children, but especially for disadvantaged children as raising expectations and outcomes to be at least in line with their peers must be a priority. This allows them to access future education with the same opportunities and experiences at their peers.

Challenges

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

| Challenge number | Detail of challenge |
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| 1 | According to assessments, 35% of children who fall into the disadvantaged group are not working at expectations in reading, writing and maths at the end of Year 6. |
| 2 | Our data from Accelerated Reader shows that, on average, children in the disadvantaged group are reading at a lower book level for their age compared to their peers in the non-disadvantage group. This will inevitably impact on reading skills such as comprehension, inference and deduction, as well as under exposure to a variety of age-appropriate texts |
| 3 | Data indicates that across the school 34% of Pupil Premium children are not currently expected to achieve the expected level for their age. To have success at the end of Year 6, extra support for reading, writing and maths is planned for. |
| 4 | Our data indicates that attendance among disadvantage children (FSM) as a group is lower than that of non-disadvantaged pupils by 2% in the academic year |

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| | 2021/22. In some cases, these absences impact negatively on progress and outcomes. 29% of disadvantaged children have an attendance of <90%. |
| 5 | For some of our disadvantaged children, emotional well-being, social and behavioural needs are affecting their readiness to learn and make good progress. |
| 6 | Some pupils (9) who qualify for pupil premium funding have specific SEND needs. These needs can often impact on progress. |

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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| To close the gap between whole school attendance and pupils in receipt of pupil premium (2%) in 2021/22 and to reduce the proportion classed as persistent absentees. | <p>The proportion of children in receipt of Pupil Premium who are classed as persistently absent is reduced and is at least in line with the non-Pupil Premium group of children.</p> <p>Attendance Officer (office) will promptly call families who have an absent child and who have not provided a reason for absence.</p> <p>Attendance below 90% will be challenged with communication from the headteacher.</p> <p>A list of children who have historical attendance concerns is drawn up and known to office, pastoral team and SENDCo.</p> |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils and good standards of behaviour for learning for all pupils. | <p>Data from learning walks, external advisers, pupil and teacher voice indicate that behaviour for learning is good, especially for children in receipt of pupil premium.</p> <p>Parent voice is positive about the school culture and ethos.</p> <p>Attendance of PP and non-PP continue to improve and are in line with Local/National data</p> |
| High quality first teaching using evidenced based strategies to promote engagement and involvement in learning assist in increasing outcomes for all children, but in particular those in receipt of Pupil Premium. | <p>Monitoring and evaluation indicate that lessons are well planned and delivered, with thought about how to ensure engagement in learning by all children.</p> <p>Strategies such cognitive overload, differentiated scaffolding and support are used effectively in class to support learners.</p> <p>High expectations for all are clearly observed in planning and delivery of lessons and in general classroom practice.</p> |
| The curriculum as a model for progression is clear with opportunities to build new learning on prior knowledge and understanding. | <p>Teachers understanding of how the curriculum subjects are sequenced and the interplay between them is strengthened, leading to better understanding of progression of learning through the curriculum. A better, more coherently planned curriculum will provide pupils with more meaningful learning experiences and hence improve outcomes in terms of knowledge and understanding.</p> |

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| Following effective quality first teaching specifically focused on writing, the quality and skill of writing improves in line with their peers. | Writing progress and outcomes improve across the school. Writing outcomes for children in receipt of PP are improved and data indicates that the attainment gap between PP and non-PP is reduced. KS1 & KS2 end of year data shows that writing TAs are in line with national averages. In other years, groups compare favourably and show a reduction in the attainment gap between PP and non-PP |
| Pupils reading habits and levels compare favourably between groups allowing all to access age-appropriate challenging texts to stretch and develop themselves as readers. | Accelerated Reader data will show pupils in receipt of PP funding compare favourably with their peers. This will include analysis that they read books that are age appropriate with good fluency and comprehension and accuracy rates for quizzes are about 85%. The number of certificates earned for words read also compares favourably with their peers. |
| An improvement in pupils' rapid recall of number facts together with a more confident approach to solving maths problems is seen. | Use of Times Tables Rock Stars data shows pupils' fluency in number facts improve and compare favourably to non-PP peers. |
| Accurate assessment ensures that interventions are targeted to close gaps. | Children in intervention groups make good progress, closing gaps in knowledge and understanding. Testbase assessments are used to help target support were needed. |
| Increased parental engagement support pupils and families, identified by the school as vulnerable | Parents take an active role in their children's learning. Attendance at event, workshops and parent consultations are high, especially for children in receipt of PP. Parents indicate that there are strong links between home and school. Signposting to areas of support within the community are communicated well e.g. by email or Facebook postings. |

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: £ 24500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Writing will be a key priority on the School Development Plan 2022-23 | See EEF Toolkit: High Quality Teaching Quality first teaching has the greatest impact on pupil outcomes and that | 1,3 |

| | | |
|---|--|-------|
| <ul style="list-style-type: none"> • All teaching staff to continue to develop 'The Write Stuff' teaching approaches. • Consistent approach to teaching of writing across the school following the structures in the scheme. • Use of models, images and scaffolds to support writing composition by all but especially struggling writers and SEND children. • CPD for TAs – supporting the writing process using The Write Stuff framework. • Twilight sessions moderating writing with cluster schools. • Improving the teaching of writing – CPD from Primary Literacy Advisor. | <p>teacher expectation of student learning may be more important in influencing student progress than pupils' abilities – The Education Hub</p> <p>See EEF Improving Literacy in Key Stage 2 – Recommendation 4: Teach writing composition strategies through modelling and supported practice</p> | |
| <p>Reading continues to be a focus throughout the school.</p> <ul style="list-style-type: none"> • Accelerated Reader to be continue to be used to motivate and monitor reading • Improved usage of data from AR – monitoring, evaluating and target setting. • Approaches to improving comprehension to be explored and relevant CPD on effective techniques to develop comprehension. • Focus on a small group of children in receipt of pupil premium not making reading progress. • Reorganisation of Early Readers to ensure that there is progression and a close link to our Phonics teaching. • Investment in FFT Routes to Reading Y2, FFT Shared Readers R&Y1 | <p>See EEF Improving Literacy in Key Stage 2 - Recommendations:</p> <ol style="list-style-type: none"> 2. Support pupils to develop fluent reading capabilities 3. Teach reading comprehension strategies through modelling and supported practice <p>An EEF report also found that 'Accelerated Reader appears to be effective for weaker readers' with further research being looked into.</p> | 1,2,3 |
| <p>Maths is a key priority on the School Development Plan 2023-24</p> <ul style="list-style-type: none"> • Subject leader release time to monitor and evaluate the effectiveness of our Power Maths scheme. • CPD targeted to key areas of development such as the use of manipulatives to support understanding of concepts. | <p>According to the EEF:</p> <p>Metacognition and self-regulation: 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>Self-regulated learning can be broken into three essential components</p> <p>Cognition - the mental process involved in knowing, understanding,</p> | 1,3 |

| | | |
|--|---|-------------|
| <ul style="list-style-type: none"> • CPD on metacognition techniques to support thinking and problem solving. • CPD on Oracy and Reasoning approaches specifically linked to mathematical applications. • Use of external advisers to support teachers understanding of expected standards at the end of key stages. • CPD for TAs – twilight and INSET training. | <p>and learning – Metacognition - often defined as ‘learning to learn.</p> <p>Motivation - willingness to engage our metacognitive and cognitive skills.</p> <p>Disadvantaged pupils may be less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies.</p> | |
| <p>Use of Times Tables Rock Stars to motivate maths learning of key tables facts</p> <ul style="list-style-type: none"> • Development of assessment of tables knowledge from Year 1 upward. | <p>The EEF Teacher Toolkit states ‘Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional 4mths progress.’</p> <p>‘Evidence suggests that technology approaches should be used to supplement other teaching.’</p> | 1,3 |
| <ul style="list-style-type: none"> • Curriculum Development – developing subject leaders is a key priority on our School Development Plan 2023-24. Regular release time for subject leads to monitor, evaluate and develop their curriculum areas. • Use of cover teacher to allow teacher release time in each year group • INSET time to explore the curriculum as a progression model • Use of external expertise – website organisations, subject specialists etc. | <p>The result of a good, well-taught curriculum is that pupils know more and can do more. The positive results of pupils’ learning can then be seen in the standards they achieve – Ofsted - Inspecting the curriculum: Revising inspection methodology to support the education inspection framework</p> | 1 |
| <p>Individual Pupil Premium progress meetings with teachers:</p> <ul style="list-style-type: none"> • Use of cover teacher to allow teacher release time. • Headteacher and SENCO time to support discussions and challenge. | <p>Our own evaluations show the value of pupil progress meetings in ensuring that all those working with identified children know the focus for those children and the strategies are agreed and reviewed regularly.</p> | 1,2,3,4,5,6 |
| <p>Provide a bespoke package of support for all teachers who are early in their careers which supports the CPD for ECTs from Best Practice Network.</p> | <p>Quality first teaching has the greatest impact on pupil outcomes and that teacher expectation of student learning may be more important in influencing student progress than pupils’ abilities – The Education Hub</p> | 1,4,5,6 |

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

Budgeted cost: £ 22500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| CPD training for Teachers and TAs in strategies to improve oracy in the curriculum. | | 1,2,3 |
| Use of targeted groups to focus on improving reading skills – improvements in fluency of reading using strategies such as 'Readers Theatre' to support development. | Reader's Theatre is a widely used teaching strategy that exemplifies how guided oral reading instruction and repeated reading of texts can be used to support pupils to develop reading fluency - See EEF Improving Literacy in Key Stage 2 | 1,2,3 |
| Additional reading sessions targeted at disadvantaged pupils who require support to develop fluency and comprehension. FFT Lightning Squad interventions – targeted and frequent support to improve reading. Dedicated TA time to plan, deliver and assess. One-to-one support. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. Evidence from EEF - Small group tuition EEF educationendowmentfoundation.org.uk One to one tuition EEF educationendowmentfoundation.org.uk | 1,2,3 |
| Purchase of annual subscription to Testbase to support assessment and gap analysis, and to provide intervention strategies and support. | 2. Targeted academic support EEF educationendowmentfoundation.org.uk 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 ongoing, but manageable. | |
| Termly pupil progress meetings between SLT and Teachers with a clear focus on disadvantage, interventions and impact. Supply cover for teachers to cover meeting time. | Our own evaluations show the value of pupil progress meetings in ensuring that all those working with identified children know the focus for those children and the strategies are agreed and reviewed regularly. | 1,2,3,4,5,6 |
| Purchase of new subscription to FFT Success for All Phonics to support teaching of synthetic phonics Subscription allows access to other Reading Interventions | Evidence shows that the use of a well devised and implemented synthetic phonics system improves reading. | |

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

Budgeted cost: £ 8095

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| To enhance the experiences of disadvantaged children by providing opportunities to build cultural capital such as access to trips, residential, in house speakers, after school clubs etc. | Meaningful experiences and contexts enhance the broad and balanced curriculum. These opportunities may also contribute towards 'non-academic outcomes, such as improving pupils' mental health' DFE, www.gov.uk , 2019) | 1,4,5,6 |
| Support at breaktimes and lunchtimes for pupils requiring social and emotional support. Extra TA time allocated. | EEF reports on a link between physical activity and academic performance. Evidence also suggests that involvement in extra-curricular activities may increase pupil attendance and retention. | 4,5,6 |
| Midday Supervisors training - social skill development through games. Use of Play Leaders to support structured games | EEF reports on a link between physical activity and academic performance. Evidence also suggests that involvement in extra-curricular activities may increase pupil attendance and retention. | 4,5,6 |
| Parental workshops focused on Reading, Writing and Maths. Assemblies and class activities designed to encourage parent/child participation. | Parental engagement has a positive impact, on average, of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. (EEF Teaching and Learning Toolkit – Parental Engagement) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement | 1,4,5,6 |
| ELSA trained teacher/TA to run sessions with children with SEMH needs | Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. (EEF Teaching and Learning Toolkit – Social and Emotional Learning) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | 4,5,6 |

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year 2022-23

Outcomes for disadvantaged pupils

To close the gap between whole school attendance and pupils in receipt of pupil premium and to reduce the proportion classed as persistent absentees.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils and good standards of behaviour for learning for all pupils.

Attendance has remained a priority of the school and is monitored closely by the office and headteacher.

Attendance data for 22/23 from FFT Aspire:

PP(FSM) children - 91.4% compare to 91.3% nationally and 91% East of England
Non-PP(FSM) children – 94.8% compared to 94.7% nationally and 94.7% East of England

Persistent Absences: 9 out of 36 PP children under 90% attendance- avg 82.05% (data SIMS)
15 out of 170 nonPP children under 90% attendance – avg 86.66%

Morning interventions such as Sensory circuits encourage children to engage quickly in school and learning. A number of Pupil Premium children whose attendance is a concern are chosen to take part in this activity. Clear data from assessments and teacher assessments are shared at parent's evenings with a focus on the link between attendance and progress when necessary. Event continue to encourage our parents in to school and efforts made to reach out to our harder to reach parents.

High quality first teaching using evidenced based strategies to promote engagement and involvement in learning assist in increasing outcomes for all children, but in particular those in receipt of Pupil Premium.

Learning walks show that Pupil Premium children are engaging well within lessons. Governor monitoring visits align with this finding. All children within lessons have equal challenge and opportunity to learn. Staff have explore using

I do, we do, you do approaches and Rosenshein's Principles of Instruction models to structure learning support teaching of concept. Recent OFSTED spoke about the engagement of all children in their learning, including disadvantage and SEND groups of children.

The curriculum as a model for progression is clear with opportunities to build new learning on prior knowledge and understanding.

Subject leaders have had release time over the past academic you to work on establishing progression and clear outcomes to subjects. The employment of a permanent cover teacher to provide release time to subject leads has greatly facilitated in development of subjects. Subject intents have been developed to reflect individual disciplines and the website has been updated with a clearer curriculum section for parents. A range of platforms (Oddizi and Complete PE) have been purchased to support development of teacher subject knowledge. A wide range of CPD sessions have been attended by all Subject Leads. Information gained is shared through our Curriculum Meetings. Further details are available in the School's Development Plan.

Following effective quality first teaching specifically focused on writing, the quality and skill of writing improves in line with their peers.

A main focus of the School's Development Plan has been the development of writing. The school has worked on developing its approach to writing, based on The Write Stuff model. Staff have engaged well in CPD and there is now much more consistency on how to teach writing and of progression across the school. Learning walks and monitoring has shown that all children are very engaged in the writing process and produce a good quantity and quality of writing. Ideas and experiences for writing are entwined within the approach so children have enough knowledge on the subjects at hand. This has made particular difference to our reluctant writers who now engage well with writing. Our 'Wall of Brilliance' celebrates children's writing for all to see. Writing remains high on the school's agenda.

- KS1 outcomes: 4 out of 6 PP children achieved expected standard in writing.
- KS2 outcomes: 2 out of 3 PP children achieved expected standard in writing
- Year 3-5: 12 out of 20 (60%) PP children achieved expected standard in writing
- Year 3-5: 54 out of 65 (83%) non-PP children achieved expected standard in writing

Pupils reading habits and levels compare favourably between groups allowing all to access age-appropriate challenging texts to stretch and develop themselves as readers.

All PP pupils not on AR take home reading books closely matched to phonic level and are reading three to four times a week. This is evidenced in their home/school reading logs. Storytime reading books have been introduced to enable children to read beyond the classroom. Through Pupil Voice discussions with teachers, Governors and visitors, it is clear that pupils can talk confidently about what they have read. OFSTED noted that there was a culture of reading throughout the school and that provision in place for monitoring and motivating was good.

An improvement in pupils' rapid recall of number facts together with a more confident approach to solving maths problems is seen.

Average score on Y4 multiplication check for PP children (7) – 14

Average score on Y4 multiplication check for non-PP children (24) – 18

Further work on the teaching and practice of multiplication tables continues, with a new approach to assessment and subsequent targeting will be employed through the use of Times Tables Rock Stars.

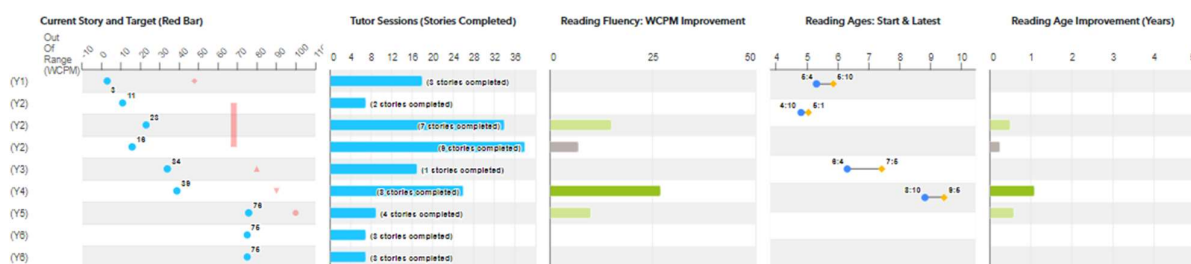
Accurate assessment ensures that interventions are targeted to close gaps.

Use of Lightening Squad, a structured reading intervention has enabled good progress by PP children enrolled in it. The program is still in its infancy but will continue throughout 2023/24 to evaluate effectiveness.

Results suggest that pupils engage extremely well with the intervention, enjoy the structure and challenge it produces and can visibly see the progress they are making. Regular sessions, together with enthusiastic well-trained staff, ensure that this is delivered effectively.

9 PP children took part in the intervention in 2022/23. This was only run for a term and a half.

| Year Group | Pupils (Active) | Tutoring Sessions (Per Pupil) | Stories Completed (Per Pupil) | Stories Per Session (Per Pupil) | WCPM: Start | WCPM: Latest | WCPM: Improvement | RA Start | RA Latest | RA Improvement |
|------------|-----------------|-------------------------------|-------------------------------|---------------------------------|-------------|--------------|-------------------|----------|-----------|----------------|
| All | 9 | 17.2 | 4.2 | 0.27 | 67 | 83 | +16 | 6:9 | 7:5 | +0:8 |
| 1 | 1 | 18.0 | 3.0 | 0.17 | | | | 0:0 | 0:0 | 0:0 |
| 2 | 3 | 26.3 | 6.0 | 0.23 | 26 | 37 | +11 | 5:1 | 5:5 | +0:4 |
| 3 | 1 | 17.0 | 1.0 | 0.06 | | | | 0:0 | 0:0 | 0:0 |
| 4 | 1 | 26.0 | 8.0 | 0.31 | 60 | 87 | +27 | 6:4 | 7:5 | +1:1 |
| 5 | 1 | 9.0 | 4.0 | 0.44 | 114 | 124 | +10 | 8:10 | 9:5 | +0:7 |
| 6 | 2 | 7.0 | 3.0 | 0.43 | | | | 0:0 | 0:0 | 0:0 |



Increased parental engagement support pupils and families, identified by the school as vulnerable.

More events planned in the academic year 2022/23 to encourage parents to come in to school and engage with learning. Class assemblies were very well attended and parent given opportunity to work alongside their child in class after the assembly. Very well supported by PP parents

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 |
|--------------------------------------|--|
| Phonics | FFT Success for All |
| Assessment Testing and Diagnostic | Testbase; FFT Reading Assessments; STAR Reader Assessments |
| Lightning Squad Reading Intervention | FFT |
| Intervention Diagnostic | IDL |
| Power Maths | Pearson |
| Complete PE | Complete PE |
| Language Angels | Nubridge Publishing Ltd |

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| | |
|---|---|
| Following effective quality first teaching specifically focused on writing, the quality and skill of writing improves in line with their peers. | <p>Writing progress and outcomes improve across the school. Writing outcomes for children in receipt of PP are improved and data indicates that the attainment gap between PP and non-PP is reduced.</p> <p>KS1 & KS2 end of year data shows that writing TAs are in line with national averages.</p> <p>In other years, groups compare favourably and show a reduction in the attainment gap between PP and non-PP</p> |
| Pupils reading habits and levels compare favourably between groups allowing all to access age-appropriate challenging texts to stretch and develop themselves as readers. | <p>Accelerated Reader data will show pupils in receipt of PP funding compare favourably with their peers. This will include analysis that they read books that are age appropriate with good fluency and comprehension and accuracy rates for quizzes are about 85%.</p> <p>The number of certificates earned for words read also compares favourably with their peers.</p> |
| An improvement in pupils' rapid recall of number facts together with a more confident approach to solving maths problems is seen. | Use of Times Tables Rock Stars data shows pupils' fluency in number facts improve and compare favourably to non-PP peers. |
| Accurate assessment ensures that interventions are targeted to close gaps. | Children in intervention groups make good progress, closing gaps in knowledge and understanding. Testbase assessments are used to help target support were needed. |
| Increased parental engagement support pupils and families, identified by the school as vulnerable | <p>Parents take an active role in their children's learning. Attendance at event, workshops and parent consultations are high, especially for children in receipt of PP.</p> <p>Parents indicate that there are strong links between home and school.</p> <p>Signposting to areas of support within the community are communicated well e.g. by email or Facebook postings.</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: £ 24500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Writing will be a key priority on the School Development Plan 2022-23 | <p>See EEF Toolkit: High Quality Teaching</p> <p>Quality first teaching has the greatest impact on pupil outcomes and that</p> | 1,3 |

| | | |
|---|---|-------|
| <ul style="list-style-type: none"> • All teaching staff to continue to develop 'The Write Stuff' teaching approaches. • Consistent approach to teaching of writing across the school following the structures in the scheme. • Use of models, images and scaffolds to support writing composition by all but especially struggling writers and SEND children. • CPD for TAs – supporting the writing process using The Write Stuff framework. • Twilight sessions moderating writing with cluster schools. • Improving the teaching of writing – CPD from Primary Literacy Advisor. | <p>teacher expectation of student learning may be more important in influencing student progress than pupils' abilities – The Education Hub</p> <p>See EEF Improving Literacy in Key Stage 2 – Recommendation 4: Teach writing composition strategies through modelling and supported practice</p> | |
| <p>Reading continues to be a focus throughout the school.</p> <ul style="list-style-type: none"> • Accelerated Reader to be continue to be used to motivate and monitor reading • Improved usage of data from AR – monitoring, evaluating and target setting. • Approaches to improving comprehension to be explored and relevant CPD on effective techniques to develop comprehension. • Focus on a small group of children in receipt of pupil premium not making reading progress. • Reorganisation of Early Readers to ensure that there is progression and a close link to our Phonics teaching. • Investment in FFT Routes to Reading Y2, FFT Shared Readers R&Y1 | <p>See EEF Improving Literacy in Key Stage 2 -</p> <p>Recommendations:</p> <ol style="list-style-type: none"> 2. Support pupils to develop fluent reading capabilities 3. Teach reading comprehension strategies through modelling and supported practice <p>An EEF report also found that 'Accelerated Reader appears to be effective for weaker readers' with further research being looked into.</p> | 1,2,3 |
| <p>Maths is a key priority on the School Development Plan 2023-24</p> <ul style="list-style-type: none"> • Subject leader release time to monitor and evaluate the effectiveness of our Power Maths scheme. • CPD targeted to key areas of development such as the use of manipulatives to support understanding of concepts. | <p>According to the EEF:</p> <p>Metacognition and self-regulation: 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>Self-regulated learning can be broken into three essential components</p> <p>Cognition - the mental process involved in knowing, understanding,</p> | 1,3 |

| | | |
|--|---|-------------|
| <ul style="list-style-type: none"> • CPD on metacognition techniques to support thinking and problem solving. • CPD on Oracy and Reasoning approaches specifically linked to mathematical applications. • Use of external advisers to support teachers understanding of expected standards at the end of key stages. • CPD for TAs – twilight and INSET training. | <p>and learning – Metacognition - often defined as ‘learning to learn.</p> <p>Motivation - willingness to engage our metacognitive and cognitive skills.</p> <p>Disadvantaged pupils may be less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies.</p> | |
| <p>Use of Times Tables Rock Stars to motivate maths learning of key tables facts</p> <ul style="list-style-type: none"> • Development of assessment of tables knowledge from Year 1 upward. | <p>The EEF Teacher Toolkit states ‘Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional 4mths progress.’</p> <p>‘Evidence suggests that technology approaches should be used to supplement other teaching.’</p> | 1,3 |
| <ul style="list-style-type: none"> • Curriculum Development – developing subject leaders is a key priority on our School Development Plan 2023-24. Regular release time for subject leads to monitor, evaluate and develop their curriculum areas. • Use of cover teacher to allow teacher release time in each year group • INSET time to explore the curriculum as a progression model • Use of external expertise – website organisations, subject specialists etc. | <p>The result of a good, well-taught curriculum is that pupils know more and can do more. The positive results of pupils’ learning can then be seen in the standards they achieve – Ofsted - Inspecting the curriculum: Revising inspection methodology to support the education inspection framework</p> | 1 |
| <p>Individual Pupil Premium progress meetings with teachers:</p> <ul style="list-style-type: none"> • Use of cover teacher to allow teacher release time. • Headteacher and SENCO time to support discussions and challenge. | <p>Our own evaluations show the value of pupil progress meetings in ensuring that all those working with identified children know the focus for those children and the strategies are agreed and reviewed regularly.</p> | 1,2,3,4,5,6 |
| <p>Provide a bespoke package of support for all teachers who are early in their careers which supports the CPD for ECTs from Best Practice Network.</p> | <p>Quality first teaching has the greatest impact on pupil outcomes and that teacher expectation of student learning may be more important in influencing student progress than pupils’ abilities – The Education Hub</p> | 1,4,5,6 |

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

Budgeted cost: £ 22500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| CPD training for Teachers and TAs in strategies to improve oracy in the curriculum. | | 1,2,3 |
| Use of targeted groups to focus on improving reading skills – improvements in fluency of reading using strategies such as 'Readers Theatre' to support development. | Reader's Theatre is a widely used teaching strategy that exemplifies how guided oral reading instruction and repeated reading of texts can be used to support pupils to develop reading fluency - See EEF Improving Literacy in Key Stage 2 | 1,2,3 |
| Additional reading sessions targeted at disadvantaged pupils who require support to develop fluency and comprehension. FFT Lightning Squad interventions – targeted and frequent support to improve reading. Dedicated TA time to plan, deliver and assess. One-to-one support. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. Evidence from EEF - Small group tuition EEF educationendowmentfoundation.org.uk One to one tuition EEF educationendowmentfoundation.org.uk | 1,2,3 |
| Purchase of annual subscription to Testbase to support assessment and gap analysis, and to provide intervention strategies and support. | 2. Targeted academic support EEF educationendowmentfoundation.org.uk 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 ongoing, but manageable. | |
| Termly pupil progress meetings between SLT and Teachers with a clear focus on disadvantage, interventions and impact. Supply cover for teachers to cover meeting time. | Our own evaluations show the value of pupil progress meetings in ensuring that all those working with identified children know the focus for those children and the strategies are agreed and reviewed regularly. | 1,2,3,4,5,6 |
| Purchase of new subscription to FFT Success for All Phonics to support teaching of synthetic phonics Subscription allows access to other Reading Interventions | Evidence shows that the use of a well devised and implemented synthetic phonics system improves reading. | |

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

Budgeted cost: £ 8095

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| To enhance the experiences of disadvantaged children by providing opportunities to build cultural capital such as access to trips, residential, in house speakers, after school clubs etc. | Meaningful experiences and contexts enhance the broad and balanced curriculum. These opportunities may also contribute towards 'non-academic outcomes, such as improving pupils' mental health' DFE, www.gov.uk , 2019) | 1,4,5,6 |
| Support at breaktimes and lunchtimes for pupils requiring social and emotional support. Extra TA time allocated. | EEF reports on a link between physical activity and academic performance. Evidence also suggests that involvement in extra-curricular activities may increase pupil attendance and retention. | 4,5,6 |
| Midday Supervisors training - social skill development through games. Use of Play Leaders to support structured games | EEF reports on a link between physical activity and academic performance. Evidence also suggests that involvement in extra-curricular activities may increase pupil attendance and retention. | 4,5,6 |
| Parental workshops focused on Reading, Writing and Maths. Assemblies and class activities designed to encourage parent/child participation. | Parental engagement has a positive impact, on average, of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. (EEF Teaching and Learning Toolkit – Parental Engagement) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement | 1,4,5,6 |
| ELSA trained teacher/TA to run sessions with children with SEMH needs | Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. (EEF Teaching and Learning Toolkit – Social and Emotional Learning) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | 4,5,6 |

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year 2022-23

Outcomes for disadvantaged pupils

To close the gap between whole school attendance and pupils in receipt of pupil premium and to reduce the proportion classed as persistent absentees.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils and good standards of behaviour for learning for all pupils.

Attendance has remained a priority of the school and is monitored closely by the office and headteacher.

Attendance data for 22/23 from FFT Aspire:

PP(FSM) children - 91.4% compare to 91.3% nationally and 91% East of England
Non-PP(FSM) children – 94.8% compared to 94.7% nationally and 94.7% East of England

Persistent Absences: 9 out of 36 PP children under 90% attendance- avg 82.05% (data SIMS)
15 out of 170 nonPP children under 90% attendance – avg 86.66%

Morning interventions such as Sensory circuits encourage children to engage quickly in school and learning. A number of Pupil Premium children whose attendance is a concern are chosen to take part in this activity. Clear data from assessments and teacher assessments are shared at parent's evenings with a focus on the link between attendance and progress when necessary. Event continue to encourage our parents in to school and efforts made to reach out to our harder to reach parents.

High quality first teaching using evidenced based strategies to promote engagement and involvement in learning assist in increasing outcomes for all children, but in particular those in receipt of Pupil Premium.

Learning walks show that Pupil Premium children are engaging well within lessons. Governor monitoring visits align with this finding. All children within lessons have equal challenge and opportunity to learn. Staff have explore using

I do, we do, you do approaches and Rosenshein's Principles of Instruction models to structure learning support teaching of concept. Recent OFSTED spoke about the engagement of all children in their learning, including disadvantage and SEND groups of children.

The curriculum as a model for progression is clear with opportunities to build new learning on prior knowledge and understanding.

Subject leaders have had release time over the past academic you to work on establishing progression and clear outcomes to subjects. The employment of a permanent cover teacher to provide release time to subject leads has greatly facilitated in development of subjects. Subject intents have been developed to reflect individual disciplines and the website has been updated with a clearer curriculum section for parents. A range of platforms (Oddizi and Complete PE) have been purchased to support development of teacher subject knowledge. A wide range of CPD sessions have been attended by all Subject Leads. Information gained is shared through our Curriculum Meetings. Further details are available in the School's Development Plan.

Following effective quality first teaching specifically focused on writing, the quality and skill of writing improves in line with their peers.

A main focus of the School's Development Plan has been the development of writing. The school has worked on developing its approach to writing, based on The Write Stuff model. Staff have engaged well in CPD and there is now much more consistency on how to teach writing and of progression across the school. Learning walks and monitoring has shown that all children are very engaged in the writing process and produce a good quantity and quality of writing. Ideas and experiences for writing are entwined within the approach so children have enough knowledge on the subjects at hand. This has made particular difference to our reluctant writers who now engage well with writing. Our 'Wall of Brilliance' celebrates children's writing for all to see. Writing remains high on the school's agenda.

- KS1 outcomes: 4 out of 6 PP children achieved expected standard in writing.
- KS2 outcomes: 2 out of 3 PP children achieved expected standard in writing
- Year 3-5: 12 out of 20 (60%) PP children achieved expected standard in writing
- Year 3-5: 54 out of 65 (83%) non-PP children achieved expected standard in writing

Pupils reading habits and levels compare favourably between groups allowing all to access age-appropriate challenging texts to stretch and develop themselves as readers.

All PP pupils not on AR take home reading books closely matched to phonic level and are reading three to four times a week. This is evidenced in their home/school reading logs. Storytime reading books have been introduced to enable children to read beyond the classroom. Through Pupil Voice discussions with teachers, Governors and visitors, it is clear that pupils can talk confidently about what they have read. OFSTED noted that there was a culture of reading throughout the school and that provision in place for monitoring and motivating was good.

An improvement in pupils' rapid recall of number facts together with a more confident approach to solving maths problems is seen.

Average score on Y4 multiplication check for PP children (7) – 14

Average score on Y4 multiplication check for non-PP children (24) – 18

Further work on the teaching and practice of multiplication tables continues, with a new approach to assessment and subsequent targeting will be employed through the use of Times Tables Rock Stars.

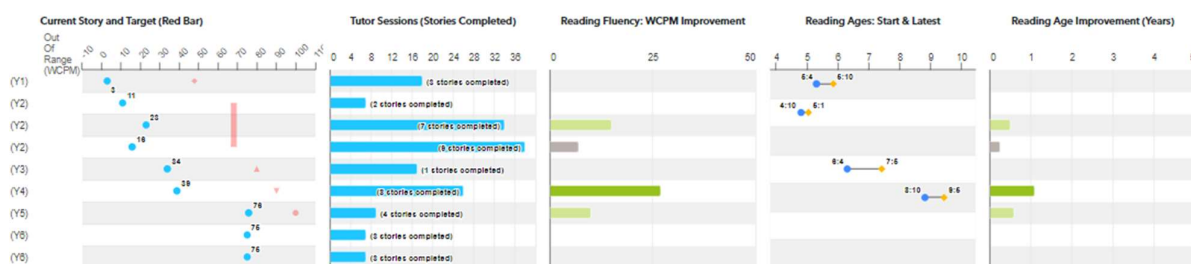
Accurate assessment ensures that interventions are targeted to close gaps.

Use of Lightening Squad, a structured reading intervention has enabled good progress by PP children enrolled in it. The program is still in its infancy but will continue throughout 2023/24 to evaluate effectiveness.

Results suggest that pupils engage extremely well with the intervention, enjoy the structure and challenge it produces and can visibly see the progress they are making. Regular sessions, together with enthusiastic well-trained staff, ensure that this is delivered effectively.

9 PP children took part in the intervention in 2022/23. This was only run for a term and a half.

| Year Group | Pupils (Active) | Tutoring Sessions (Per Pupil) | Stories Completed (Per Pupil) | Stories Per Session (Per Pupil) | WCPM: Start | WCPM: Latest | WCPM: Improvement | RA Start | RA Latest | RA Improvement |
|------------|-----------------|-------------------------------|-------------------------------|---------------------------------|-------------|--------------|-------------------|----------|-----------|----------------|
| All | 9 | 17.2 | 4.2 | 0.27 | 67 | 83 | +16 | 6:9 | 7:5 | +0:8 |
| 1 | 1 | 18.0 | 3.0 | 0.17 | | | | 0:0 | 0:0 | 0:0 |
| 2 | 3 | 26.3 | 6.0 | 0.23 | 26 | 37 | +11 | 5:1 | 5:5 | +0:4 |
| 3 | 1 | 17.0 | 1.0 | 0.06 | | | | 0:0 | 0:0 | 0:0 |
| 4 | 1 | 26.0 | 8.0 | 0.31 | 60 | 87 | +27 | 6:4 | 7:5 | +1:1 |
| 5 | 1 | 9.0 | 4.0 | 0.44 | 114 | 124 | +10 | 8:10 | 9:5 | +0:7 |
| 6 | 2 | 7.0 | 3.0 | 0.43 | | | | 0:0 | 0:0 | 0:0 |



Increased parental engagement support pupils and families, identified by the school as vulnerable.

More events planned in the academic year 2022/23 to encourage parents to come in to school and engage with learning. Class assemblies were very well attended and parent given opportunity to work alongside their child in class after the assembly. Very well supported by PP parents

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 |
|--------------------------------------|--|
| Phonics | FFT Success for All |
| Assessment Testing and Diagnostic | Testbase; FFT Reading Assessments; STAR Reader Assessments |
| Lightning Squad Reading Intervention | FFT |
| Intervention Diagnostic | IDL |
| Power Maths | Pearson |
| Complete PE | Complete PE |
| Language Angels | Nubridge Publishing Ltd |