

Pupil premium strategy statement Lionel Walden Primary School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	17% (35)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Steve Abey
Pupil premium lead	Steve Abey
Governor / Trustee lead	Andrew Naughton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<p>£47995.00</p> <p>Free School Meal/Ever 6 – £1385x27 = £37395.00</p> <p>Service Children £320x3=£960.00</p> <p>Looked After Children £2410x4=£9640.00</p> <p>Budget Year: April 2022- March 2023</p>
Recovery premium funding allocation this academic year	<p>£145x31 = £4495</p> <p>Sept 2022 – Aug 2023</p>

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>	£52490

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
1	According to Autumn term assessments, 35% of children who fall into the disadvantaged group are not working at expectations in reading, writing and maths for the term.
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 years 4 and 5 have the highest percentage of Pupil Premium children. A proportion of these children are not working at 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 as a group is lower than that of non-disadvantaged pupils by 2%. 29% of disadvantaged children (10) have an attendance of <90% in the Autumn Term 2022. In some cases, these absences impact negatively on progress and outcomes.
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 (6) 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
To close the gap between whole school attendance and pupils in receipt of pupil premium (currently 2%) 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>

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. PiXL assessments are used to help target support where 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: £ 20,250

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	1,3

<ul style="list-style-type: none"> • All teaching staff to access and complete 'The Write Stuff' training materials linked to our new adopted approach to teaching writing. • 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. 	<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> <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 reviewed and reinvigorated across the school. • 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. 	<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 2022-23</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. • CPD on metacognition techniques to support thinking and problem solving. • Use of external advisers to support teachers understanding of expected standards at the end of key stages. 	<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. Self-regulated learning can be broken into three essential components</p> <p>Cognition - the mental process involved in knowing, understanding, and learning</p> <p>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</p>	1,3

<ul style="list-style-type: none"> CPD for TAs – twilight and INSET training. 	strategies without being explicitly taught these strategies.	
Use of Times Tables Rock Stars to motivate maths learning of key tables facts	The EEF Teacher Toolkit states 'Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional 4mths progress.' 'Evidence suggests that technology approaches should be used to supplement other teaching.'	1,3
<ul style="list-style-type: none"> Curriculum Development – developing subject leaders is a key priority on our School Development Plan 2022-23. 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. 	The end result of a good, well-taught curriculum is that pupils know more and are able to 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	1
Individual Pupil Premium progress meetings with teachers: <ul style="list-style-type: none"> Use of cover teacher to allow teacher release time 		1,2,3,4,5,6
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.	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	1,4,5,6

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

Budgeted cost: £ 22,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD training for Teachers and TAs in strategies to improve reading fluency and comprehension skills.		1,2,3
Use of targeted groups to focus on improving reading skills –	Reader's Theatre is a widely used teaching strategy that exemplifies how guided oral	1,2,3

improvements in fluency of reading using strategies such as 'Readers Theatre' to support development.	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	
Additional reading sessions targeted at disadvantaged pupils who require support to develop fluency and comprehension.	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
Extra-curricular 'booster' groups – includes use of national tutoring funds. Use of trained TAs to deliver interventions.		1,3
Purchase of annual subscription to PiXL 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.	1,2,3
Termly pupil progress meetings between SLT and Teachers with a clear focus on disadvantage, interventions and impact.		1,2,3,4,5,6

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

Budgeted cost: £ 10,000

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, 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.	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.	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
Creation of a Nurture Room to support children with social and emotional needs and		4,5,6

Total budgeted cost: £ 52,490

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The school has a small cohort of pupils eligible for Pupil Premium funding. Since publishing individual year groups would risk disclosing identifying data, % of whole school PP and non-PP are used.

During the 2021 to 2022 academic year, pupils eligible for Pupil Premium across the school attaining the expected standard were as follows: Reading 70%; Writing 60%; Maths 70%. Whole school attainment of disadvantaged pupils varied across reading, writing and mathematics and falls below the attainment of non-disadvantaged peers.

PiXL interventions were used to good effect in some year groups and contributed to the progress observed in reading and mathematics. Continued use of PiXL assessment supported the identification of gaps in learning at an individual and a whole class level. Interventions to address identified gaps were delivered throughout the year and impacted positively upon progress.

A number of Pupil Premium eligible pupils completed statutory assessments during the 2021-22 academic year. Attainment of these pupils has is not published in this document in order to address the data disclosure risk inherent in the presentation of small numbers.

Overall attendance of Free School Meal Ever 6 - during the 2021-22 Academic Year - stood at 90.8%, versus the FFT national figure for Free School Meal eligible pupils (90.5%) and all pupils (93.2%). Attendance of all pupils was significantly impacted by COVID-related absence during the Spring Term 2022.

Observations indicate that wellbeing and mental health continue to be impacted, primarily due to the ongoing legacy of COVID-19. The impact was not seen to be greater in disadvantaged pupils; however, prevalence of emerging wellbeing and mental health needs necessitated the provision of wellbeing support for all pupils, with targeted intervention where required. This approach has been built on through the activities detailed within this plan.

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	Storytime Phonics
Assessment Intervention	PiXL
Intervention Diagnostic	IDL

