

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Lapal Primary School
Number of pupils in school	380
Proportion (%) of pupil premium eligible pupils	7.3% (28 pupils)
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs J Turner
Pupil premium lead	Miss E Tolley
Governor / Trustee lead	Mrs Wendy Jackson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 37,660
Recovery premium funding allocation this academic year	£ 7,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

## Challenges

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

Challenge number	Detail of challenge
1	Outcomes - children have further disruption through covid and other illnesses.
2	Speech and language - Some pupils who qualify for Pupil Premium funding have specific SEND needs and increasing number of children need SALT intervention.
3	Pastoral -low self-esteem and resilience amongst pupil premium children.
4	Attendance - poor attendance and lateness for a small number of pupil premium children.

## 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
Pupil premium children in year 1 and 2 make accelerated progress with phonics.	Pupil premium children in year 1 and 2 pass their phonics screening test.
Pupil premium children in years 1-5 will make accelerated progress this academic year.	The gap will be closed between pupil premium children and the rest of the cohort in years 1-5.

Pupil premium children in year 6 will make accelerated progress.	Pupil premium children in year 6 will be at the expected standard in reading, writing and maths.
Attendance will improve for a small amount of pupil premium children.	Attendance of pupil premium children will be in line with the rest of the school.
Increased resilience amongst the pupil premium children.	Increased resilience and self-esteem will enable accelerated progress to take place.

## 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: £ 5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Temporary appointment of well-being, nurture, behaviour lead in school.	EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health. <a href="https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/3-wider-strategies</a> .	3
Training more staff across school in nurture/well being work.	EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health. <a href="https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/3-wider-strategies</a> .	3
Employ a catch-up tutor to work with pupil premium children across school. Lopal staff to deliver 1 to 1 sessions to children before school.	The EEF toolkit suggests that targeted interventions matched to specific pupils with particular needs or behaviour issues can be effective, especially for older pupils.	1

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide targeted intervention. This will be overseen by the SENCo, ensuring children who require the support are	The EEF toolkit suggests that targeted interventions matched to specific pupils with particular needs or behaviour issues can be effective, especially for older pupils.	1 3

<p>identified and targeted fairly and transparently. Teaching Assistants and catch up tutor will be up-skilled in particular areas to maximise the impact of their skill set and to ensure that there is consistency of approach and that intervention is high quality. Focus interventions will be Toe by Toe, power of 2, speedy reader, speedy maths and hidden chimp.</p>	<p>' 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> '</p> <p>'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.</p>	
<p>Nurture provision to restart across the school with 3 trained TAs delivering nurture/wellbeing provision for KS1, year 3 and 4 and year 5 and 6. Children have missed a lot of school over the last 18 months and this has impacted on progress and self-esteem particularly with the disadvantaged pupils.</p>	<p>EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health. <a href="https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/3-wider-strategies</a>.</p>	3
<p>Reduction of class sizes in Upper Key Stage 2. In year 5 there will be 3 groups (max group size of 24) and in Year 6 there will be two groups (with one group of 15 pupils. Year 3 will also have a smaller group of 15 pupils. The groups will be facilitated by non-class-based Deputy and AH teaching a group.</p>		1
<p>To improve speech and language skills in Reception and year 1 through the use of 'NELI.' Nuffield Early Language – introduce and establish small group interventions across</p>	<p>Endorsed by EEF Research: <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a> 'Update (Aug 2020): The Department for Education is currently working with the EEF and other delivery partners to make Nuffield Early Language Intervention (NELI) available</p>	2

KS1 following baseline assessments Training for all staff in EYFS, teaching assistant who will deliver the intervention and SLT member Teaching Assistant to deliver the intervention 3 times per week	to state-funded primary schools at no cost. This will be funded as 2 4 8 part of the Government's £350m allocation to tutoring, through the £1bn Covid-19 catch-up' package announced in June 2020	
To analyse summative assessment data and identify the children who require catch up and more targeted intervention. Closely monitored by AHT and PP Lead Pupil progress meetings termly Regular monitoring of targeted interventions	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 ongoing, but manageable.'	1

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

Budgeted cost: £ 7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To deliver Parcel Club to all pupil premium pupils to ensure they have access to high quality, rich texts, stationery and resources which they may not otherwise have access to.	EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health. <a href="https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/3-wider-strategies</a> .	1 3
Attendance for disadvantaged pupils will be better than or similar to that of peers. School will continue to follow the attendance policy and work with the Education Welfare Officer/school nurse to support with school attendance.	EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health. <a href="https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/3-wider-strategies</a> .	4

<p>Attendance meetings will be held with a designated member of staff.</p> <p>Referral to Early help may be made in order to offer further support.</p>		
<p>Disadvantaged children will be able to participate in enrichment and enhancement opportunities. The disadvantaged pupils will receive their cultural capital entitlement.</p> <p>Children will be able to attend one after school club funded by pupil premium</p> <p>Pupil premium children will be encouraged to join the school councils and clubs such as choir within school.</p>	<p>EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/3-wider-strategies</a>.</p>	<p>1 3 4</p>
<p>Additional support: Family support from DHT/AHT– early help/school nurse referrals when needed. Support with funding of trips and Residential Purchase of uniform Support to purchase a musical instrument/lessons.</p>	<p>EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/3-wider-strategies</a>.</p>	<p>3</p>

**Total budgeted cost: £ 42,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

July 2021

March-August 2020 -National school closure

January -March 2021 – National school closure

Attainment at the end of July 2021.

Year 1 (4 children)	Pupil premium	Non-pupil premium
Reading	25%	76%
Writing	25%	76%
Maths	25%	80%

Year 2 (4 children)	Pupil premium	Non-pupil premium
Reading	75%	85%
Writing	25%	67%
Maths	50%	78%

Year 3 (7 children)	Pupil premium	Non-pupil premium
Reading	57%	73%
Writing	43%	58%
Maths	43%	63%



Year 4 (7 children)	Pupil premium	Non-pupil premium
Reading	57%	76%
Writing	57%	74%
Maths	43%	77%

Year 5 (2 children)	Pupil premium	Non-pupil premium
Reading	0%	69%
Writing	0%	52%
Maths	0%	60%

Year 6 (6 children)	Pupil premium	Non-pupil premium
Reading	50%	87%
Writing	33%	73%
Maths	50%	87%

Attainment in reading, writing and maths is lower for pupil premium children than their peers from year 1-6.

Recovery premium money will be used to target the pupil premium children who are not at expected standard in order for accelerated progress to take place and these gaps to be closed.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Spelling shed	

NELI	
Little Wandle	

## Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*