

Pupil premium strategy statement – Lapal 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	364
Proportion (%) of pupil premium eligible pupils	9.1% (33 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	3 Years
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mrs J Turner
Pupil premium lead	Mr M Maynes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Deprivation Pupil Premium Allocation £48,840 Service child Pupil Premium Allocation £680 Post-LAC Pupil Premium Allocation £7,710
Pupil 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>	£57,230

Part A: Pupil premium strategy plan

Statement of intent

It is our clear intention to break down some of these barriers to ensure that our disadvantaged pupils meet age-related expectations, have access to all opportunities and are well supported with their health and wellbeing, which provides them with strong foundations that make for a successful future.

We aim to address these priorities through a three-tiered approach as recommended by the EEF:

Quality First Teaching:

To continually reflect to seek improvement in the quality of teaching and learning, where all pupils make good or better progress. Through collective and personalised CPD, coaching, monitoring activities and feedback, teachers will enhance their pedagogy and develop strategies meeting the needs of all learners and will therefore address ongoing barriers to learning.

Targeted academic support for identified pupils:

This will support children to make accelerated progress in areas that they find challenging. Through careful diagnostic assessment of children's areas of strength and development, we provide provision for targeted academic support in small groups and on a one-to-one basis.

Wider Approaches:

This will include an individualised approach for a child and family and provide access to enrichment activities and help with the cost of educational visits, music lessons and provision for before and after school childcare.

Challenges

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

Challenge number	Detail of challenge
1	Outcomes in Reading: In reading the percentage of disadvantaged children not reaching/not on track to reach age related expectations at the end of the year. Percentage of pupil premium children not at age related expectations: Year 1 - 80% - 4 children Year 2 - 100% - 3 children Year 3 - 60% - 3 children Year 5 - 57% - 4 children
2	Outcomes in Writing: In writing the percentage of disadvantaged children not reaching/not on track to reach age related expectations at the end of the year.

	<p>Percentage of pupil premium children not at age related expectations:</p> <p>Year 2 - 100% - 3 children</p> <p>Year 3 - 80% - 4 children</p> <p>Year 5 - 71% - 5 children</p>
3	<p>Outcomes in Maths:</p> <p>In maths the percentage of disadvantaged children not reaching/not on track to reach age related expectations at the end of the year.</p> <p>Percentage of pupil premium children not at age related expectations:</p> <p>Year 2 - 67% - 2 children</p> <p>Year 3 - 80% - 4 children</p> <p>Year 5 - 57% - 4 children</p>
4	<p>Outcomes in Times Tables:</p> <p>In times tables the percentage of disadvantaged children not reaching/not on track to know all times tables facts up to 12 x 12 in Years 4, 5 and 6.</p> <p>Percentage of pupil premium children who do not know all of the times tables facts up to 12 x 12:</p> <p>Years 4/5/6 - 44% - 8 children</p>
5	<p>Speech and language:</p> <p>Some pupils who qualify for Pupil Premium funding have specific SEND needs and increasing number of children need Speech and Language intervention.</p>
6	<p>Mental Health & Well-being:</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for certain pupils. These challenges particularly affect our disadvantaged pupils, impacting on their attainment. Low self-esteem, emotional intelligence and resilience and ACES (Adverse Childhood Experiences) are some of the specific challenges amongst pupil premium. The outcome of pupil and parent questionnaires also indicate that some children show signs of anxiety in school.</p>
7	<p>Attendance:</p> <p>Our attendance data 2023-2024 indicates attendance for our disadvantaged pupils was 94% compared to non-disadvantaged which was 96%. Our assessments and observations indicate absenteeism is negatively impacting certain disadvantaged pupils' progress.</p>
8	<p>Enrichment Opportunities:</p> <p>The outcome of parent questionnaires indicate that some families need financial support with things like school uniform, accessing wider enrichment opportunities such as music lessons or attending trips.</p>

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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<p>Attainment in Reading outcomes improved.</p>	<ul style="list-style-type: none"> ▪ Majority of pupil premium children achieve at least age-related expectations in KS2 Reading. Internal data will show that disadvantaged pupils make at least expected progress in reading (making 6-points progress across the year from their starting points). ▪ Accelerated progress ensures improved outcomes in reading across the school and at the end of Key Stage 2 (making more than 6-points progress across the year from their starting points). ▪ All disadvantaged children will make good progress in reading from starting points against EYFS baseline. ▪ Disadvantaged children who have not been identified as having SEND, will pass the phonics check in Year 1 and 2.
<p>Attainment in Writing outcomes improved.</p>	<ul style="list-style-type: none"> ▪ 71% of pupil premium children achieve age-related expectations in KS2 writing. Internal data will show that disadvantaged pupils make at least expected progress in writing (making 6-points progress across the year from their starting points). ▪ Accelerated progress ensures improved outcomes in writing across the school and at the end of Key Stage 2 (making more than 6-points progress across the year from their starting points). ▪ All disadvantaged children will make good progress in writing from starting points against EYFS baseline.
<p>Attainment in Maths outcomes improved.</p>	<ul style="list-style-type: none"> ▪ Majority of pupil premium children achieve at least age-related expectations in KS2 maths. Internal data will show that disadvantaged pupils make at least expected progress in maths (making 6-points progress across the year from their starting points). ▪ Accelerated progress ensures improved outcomes in maths across the school and at the end of Key Stage 2 (making more than 6-points progress across the year from their starting points). ▪ All disadvantaged children will make good progress in maths from starting points against EYFS baseline.
<p>Improved speech and language skills.</p>	<ul style="list-style-type: none"> ▪ Assessments and observations indicate significantly improved language among disadvantaged pupils. This is evident when triangulated with other sources of evidence

	<p>including oral language assessments, engagement in lessons, book scrutiny and ongoing formative assessment.</p> <ul style="list-style-type: none"> ▪ A comprehensive language pathway is implemented within school which includes rapid screening and the implementation of evidence-based approaches. ▪ Training of staff is evident in the implementation of effective language provision. ▪ Effective language provision facilitates improved language skills and reduced numbers of pupils requiring further intervention as they progress through school e.g. lower number of pupils requiring intervention in year 1 as a result of effective intervention in Early Years.
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> ▪ Qualitative data from student voice, student and parent surveys and teacher observations ▪ A significant increase in participation in enrichment activities, particularly among disadvantaged pupils ▪ A decrease in number of pupils participating in nurture sessions, particularly amongst disadvantaged pupils
<p>Achieve and sustain improved attendance amongst disadvantaged pupils.</p>	<ul style="list-style-type: none"> ▪ There will be no gap in attendance for our disadvantaged pupils. ▪ The percentage of disadvantaged pupils who are persistently absent is comparable with those pupils who are not deemed to be disadvantaged ▪ Attendance of identified children is above 96%
<p>Wider enrichment opportunities provided for disadvantaged pupils.</p>	<ul style="list-style-type: none"> ▪ A significant increase in participation in enrichment activities, particularly among disadvantaged pupils ▪ Access to and enjoyment of clubs reflected in pupil voice outcomes. ▪ Evidence of musical, art and sporting opportunities. ▪ Financial support provided for school trips and residential visits

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: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trained Teaching Assistants run focussed nurture intervention groups in KS1 & KS2.	EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies	5
Training staff in specific areas across school in nurture/well-being work. 1 TA will be trained as an ELSA (Emotional Literacy Support Assistant). In addition, the creation of a Forest School site and a trained Forest School Leader.	EEF Guidance about Wider strategies focusing on: S&L, Well-being and Mental Health. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies	5
All senior leaders and subject leaders in school maintain a focus upon	Capacity to lead - The research suggests that outstanding primary leaders are people of exceptional character, determination and courage – firm in their values, clear about priorities and with the leadership and interpersonal skills needed to carry people with them. (Freedom to lead: a study of outstanding primary school leadership in England Research report: July 2014 Peter Matthews, Simon Rea, Robert Hill & Qing Gu) Leading professional development and	1-9

<p>improving quality first teaching through a range of leadership activities:</p> <ul style="list-style-type: none"> ▪ Monitoring and evaluation ▪ Leading CPD ▪ Conducting Pupil Progress Meetings 	<p>implementation of provision in line with a range of guidance reports published by the Education Endowment Foundation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports?gclid=EAlalQobChMIrdquyKDX9AIVEL_tCh1nWQ54EAAYASAAEgKvn_D_BwE</p>	
<p>Coaching model implemented across school to improve teaching and learning. Linked to:</p> <ul style="list-style-type: none"> ▪ Evidence informed Teacher WalkThrus ▪ The Hales Valley Trust Teacher Skills Builder – the Trust’s codified framework for effective teaching ▪ The principles of 	<p>Instructional coaching and deliberate practice has an impact on teaching technique and practice.</p> <p>Goleman’s research on leadership styles highlights the positive effect of a coaching approach in comparison to other leadership approaches.</p>	<p>1-4</p>

<p>Adaptive Teaching</p> <ul style="list-style-type: none"> ▪ 6 weekly coaching sessions for members of staff teaching phonics 		
<p>Specific personalised and targeted homework for children who are 'off track' or not at ARE through Century learning platform powered by AI. To be used to set homework and create personalised pathways for each child. This will be monitored by the senior leadership team.</p>	<p>EEF: studies consistently find that digital technology is associated with moderate learning gains, on average additional four months progress https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	<p>1, 2, 3</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support (1:1 and group sessions)</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1, 2, 4</p>

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We have appointed a Mastery Maths Subject Leader for the 2024/2025 academic year to focus on the implementation of an effective mastery approach.</p> <p>We will fund teacher release time to access professional development provided by the Central Maths Hub linked to Teaching for Mastery. We will fund release time for teachers to engage in the Mastery Sustaining Pathways provided by the Central Maths Hub, including a focus on Oracy.</p> <p>The mastering number</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p>	<p>3</p>
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<p>programme will be taught in EYFS, Year 1, Year 2, Year 4 and Year 5. Regular monitoring will be conducted by the Senior Leadership Team and the Mastery Maths Subject Leader – assessments through White Rose Maths and maths.co.uk termly, will show impact of outcomes on progress of PP children, with a higher proportion of children achieving 53% or above each term.</p>		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Mastery Maths Leader will monitor the times tables progress of identified children by	EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support	5

<p>using Soundcheck data from TTRS every two weeks. This will inform:</p> <ul style="list-style-type: none"> - Small group/1:1 times tables interventions based on heat maps from TTRS - Action plans to be shared with class teachers/intervention teachers every two weeks - Mastery Maths Leader to join Senior Leadership meetings every two weeks to summarise impact and next steps 	<p>‘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.’</p>	
<p>Data assessment points throughout the year will identify Pupil Premium children not on track in maths:</p> <ul style="list-style-type: none"> - Specific barriers will be identified by QLAs using termly White Rose Maths Tests and maths.co.uk tests in place value/addition and subtraction/multiplication and division - Next steps shared with intervention staff to work on pre-teaching or consolidation work linked to barriers - Pre-teaching using White Rose TA Hub linked to pre-teaching or consolidation – following of planned session and evidence captured in books for monitoring - Gaps in learning will rechecked by QLAs using termly White Rose Maths Tests and maths.co.uk tests in place value/addition and subtraction/multiplication and division 	<p>EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support</p> <p>‘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.’</p>	<p>3</p>

<p>Data assessment points throughout the year will identify Pupil Premium children not on track in reading:</p> <ul style="list-style-type: none"> - Specific barriers will be identified by QLAs using termly NTS tests/STAR reader tests/Little Wandle Assessments - Next steps shared with intervention staff to work on pre-teaching or consolidation work linked to barriers - Reading interventions linked to next steps - Gaps in learning will rechecked by QLAs using termly White Rose Maths Tests and maths.co.uk tests in place value/addition and subtraction/multiplication and division 	<p>EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support</p> <p>‘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.’</p>	<p>1</p>
<p>Data assessment points throughout the year will identify Pupil Premium children not on track in writing:</p> <ul style="list-style-type: none"> - Specific barriers will be identified by independent writing outcomes using Trust writing assessment - Moderation of outcomes termly of Pupil Premium children’s outcomes not on track with school colleagues or at a Trust level to further action plan - Next steps shared with intervention staff to work on pre-teaching or consolidation work linked to gaps 	<p>EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support</p> <p>‘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.’</p>	<p>3</p>
<p>To provide targeted intervention to those children who are both SEND and Pupil</p>	<p>The EEF toolkit suggests that targeted interventions matched to specific pupils with particular needs or behaviour issues can be effective, especially for older pupils.</p>	<p>1-4</p>

<p>Premium. This will be overseen by the SENCo, ensuring children who require the support are identified and targeted fairly and transparently. Teaching Assistants 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.</p> <p>Focus interventions will be Toe by Toe, power of 2, speedy reader and speedy maths.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</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.</p>	<p>EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies</p>	5
<p>Reduction of class sizes in the three classes in Upper Key Stage 2, 1 pure Year 5 class, one mixed Year 5 and 6 class and one pure Year 6 class - for reading and maths.</p> <ul style="list-style-type: none"> ▪ Y6 maths - 2 groups (smaller group for targeted pupils) ▪ Y5 maths - 2 groups (smaller group for targeted pupils) ▪ Y5 maths - 2 groups (smaller group for targeted pupils) ▪ Y6 maths - 2 groups (smaller group for targeted pupils) <p>In Year 5 the groups will be facilitated by non-class-based member of the Senior Leadership Team for reading and maths who will be</p>	<p>EEF research suggest that smaller class sizes have a small positive impact on pupil progress (+2 months), when teachers can have higher quality interactions with pupils and give more specific feedback to move learning forward.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	1-7

<p>teaching these groups daily.</p> <p>In Year 6 the groups will be facilitated by the Assistant Headteacher for Key Stage 2 and the Writing Leader for reading and maths who will be teaching these groups daily.</p>		
<p>To improve speech and language skills in Reception and year 1 through the use of 'Welcomm.'</p> <p>Baseline and establish small group interventions across EYFS and KS1 following baseline assessments.</p> <p>Refresher training for all staff in EYFS and teaching assistants who will deliver the intervention.</p> <p>Teaching Assistant to deliver the intervention 3 times per week</p> <p>Currently all Year 1 PP children needing speech and language support have achieved amber on assessment 8 or 9 of WELLCOMM. This will be at least 9 green by the end of the year.</p> <p>Currently the Year 6 PP child needing speech and language support has achieved red on assessment 7 of WELLCOMM. This will be at least 9 green by the end of the year.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	<p>4</p>
<p>To analyse summative assessment data and identify the children who require catch up and more targeted intervention.</p>	<p>EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support '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</p>	<p>1</p>

Closely monitored by Heads of School Progress meetings termly Regular monitoring of targeted interventions	they returned to school full time, so assessment needs to ongoing, but manageable.'	
Additional interventions across school in small groups – phonics	EEF research suggest that smaller class sizes have a small positive impact on pupil progress (+2 months), when teachers can have higher quality interactions with pupils and give more specific feedback to move learning forward. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	1 and 2

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

Budgeted cost: £ 3,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. Attendance meetings will be held with a designated member of staff. Referral to Early help may be made in order to offer further support.	EEF Guidance about Wider strategies focusing on: S&L, Well-being and Mental Health. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies	6
Disadvantaged children will be able to participate in enrichment and	EEF Guidance around the teaching and learning of life skills and enrichment	7

<p>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>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	
<p>Creation of a Forest School site for children to attend sessions led by a trained Forest School Leader</p>	<p>EEF Guidance about Wider strategies focusing on: S&L, Well-being and Mental Health.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies</p>	5
<p>Implement SMILE approach in EYFS, so that children are taught PSED skills and parents are supported to develop these skills at home. PSED approach implemented, which combines a number of approaches to support children developing social communication, theory of mind and independence skills for children.</p>	<p>EEF guidance on working with parents to support children’s learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>And EEF guidance on Improving Social and Emotional Learning in Primary Schools</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	4 and 5
<p>Additional support: Family support from SLT– early help/school nurse referrals when needed.</p> <ul style="list-style-type: none"> ▪ Support with funding of trips and Residential ▪ Purchase of uniform ▪ Support to purchase a musical 	<p>EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health.</p>	7

instrument/lessons . ▪ Support with accessing swimming lessons		
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Total budgeted cost: £48,840

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupils Making Expected Progress							
		Reading		Writing		Maths	
Year	Total	PP Children	Non-PP Children	PP Children	Non-PP Children	PP Children	Non-PP Children
EYFS	3	100%	100%	100%	100%	67%	98%
1	3	67%	93%	100%	89%	100%	96%
2	7	86%	94%	71%	85%	100%	98%
3	6	83%	74%	67%	76%	83%	93%
4	6	33%	90%	33%	71%	33%	93%
5	4	50%	88%	75%	73%	75%	83%
6	11	91%	86%	91%	88%	91%	96%

Pupils Reaching Expected Standard (ARE)							
		Reading		Writing		Maths	
Year	Total	PP Children	Non-PP Children	PP Children	Non-PP Children	PP Children	Non-PP Children
EYFS	3	67%	83%	67%	83%	67%	88%
1	3	0%	91%	33%	85%	33%	93%
2	7	86%	91%	57%	77%	86%	91%
3	6	83%	80%	67%	81%	83%	91%
4	6	33%	90%	33%	85%	33%	95%
5	4	25%	88%	50%	78%	50%	83%
6	11	73%	76%	82%	80%	82%	90%

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
Spelling Shed	EdShed
Wellcom	GGL Assessment
Century Online Learning	Century Tech
Times Tables Rockstars	Maths Circle Ltd
The Write Stuff	Jane Considine
Star Reader	Renaissance
Maths.co.uk	Maths.co.uk
SPAG.com	SPAG.com
Mark	Rising Stars
Smile	Smile