

Pupil Premium Strategy Statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

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School overview

Detail	Data
School name	Lapal Primary School
Number of pupils in school	380
Proportion (%) of pupil premium eligible pupils	8% (29 pupils)
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs J Turner
Pupil premium lead	Mrs L Atkinson
Governor / Trustee lead	Mrs Wendy Jackson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 40,165
Recovery premium funding allocation this academic year	£4,205
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£44,370

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 our school and the subsequent challenges faced by individual schools and families as well as cohort trends. Research conducted by the EEF (Education Endowment Foundation) is used to underpin our pedagogy, which enables us to refine our approaches used in school to ensure that these are unequivocally purposeful, effective, and focussed on the main thing, improving teaching and learning.

Common barriers to learning for disadvantaged children can include:

- less support at home,
- weak language and communication skills,
- lack of confidence,
- more frequent behaviour difficulties
- attendance and punctuality issues.
- There may also be complex family situations that prevent children from flourishing.

The challenges for our disadvantaged pupils are varied and therefore we cannot apply a “one size fits all” approach. We 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.

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:

1. 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.

2. 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.

3. 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 child care.

Challenges

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

Challenge number	Detail of challenge
1	<p>Outcomes in Reading:</p> <p>There is a significant attainment gap in reading in year 1, 2, and 3 with the percentage of disadvantaged children reaching age related expectations at the end of the year, lower than their non-disadvantaged peers.</p>
2	<p>Outcomes in Writing:</p> <p>There is a significant attainment gap in writing in year 2, 3, 4, 5 and 6 with the percentage of disadvantaged children reaching age related expectations at the end of the year, lower than their non-disadvantaged peers.</p>
3	<p>Outcomes in Maths:</p> <p>There is a significant attainment gap in writing in year 2 and 3 with the percentage of disadvantaged children reaching age related expectations at the end of the year, lower than their non-disadvantaged peers.</p>
4	<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>
5	<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>
6	<p>Attendance:</p> <p>Our attendance data 2020-21 indicates attendance for our disadvantaged pupils was 92% compared to non-disadvantaged which was 95%. Our assessments and observations indicate absenteeism is negatively impacting certain disadvantaged pupils' progress.</p>
7	<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
Attainment in Reading outcomes improved.	<ul style="list-style-type: none"> ▪ Accelerated progress ensures improved outcomes in reading across the school and at the end of Key Stage 2. ▪ Achieve at least age-related expectations in KS2 Reading. Internal data will show that disadvantaged pupils make at least expected progress in reading. ▪ 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.
Attainment in Writing outcomes improved.	<ul style="list-style-type: none"> ▪ Accelerated progress ensures improved outcomes in writing across the school and at the end of Key Stage 2. ▪ Achieve at least age-related expectations in KS2 writing. Internal data will show that disadvantaged pupils make at least expected progress in writing. ▪ All disadvantaged children will make good progress in writing from starting points against EYFS baseline.
Attainment in Maths outcomes improved.	<ul style="list-style-type: none"> ▪ Accelerated progress ensures improved outcomes in maths across the school and at the end of Key Stage 2. ▪ Achieve at least age-related expectations in KS2 maths. Internal data will show that disadvantaged pupils make at least expected progress in maths. ▪ All disadvantaged children will make good progress in maths from starting points against EYFS baseline.
Improved speech and language skills.	<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 including oral language assessments, engagement in lessons, book scrutiny and ongoing formative assessment. ▪ 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.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<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: £ 5,500

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 (e.g. Bereavement).	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
Employ a catch-up tutor to work with pupil premium children across school. Lupal 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.	1-3
Purchase of further resources to support the effective delivery and implementation of Little Wandle.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1-4
All senior leaders in school maintain a focus upon improving quality first teaching through a range of leadership activities: <ul style="list-style-type: none"> ▪ Monitoring and evaluation ▪ Leading CPD ▪ Conducting Pupil Progress Meetings 	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 implementation of provision in line with a range of guidance reports published by the Education Endowment Foundation	1-9

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports?gclid=FAIaiQobChMrdquyKDX9AIVEL_tCh1nWQ54EAAYASAAEgKvn_D_BwE	
Coaching model implemented across school to improve teaching and learning.	Instructional coaching and deliberate practice has an impact on teaching technique and practice. Goleman’s research on leadership styles highlights the positive effect of a coaching approach in comparison to other leadership approaches.	1-4
Resources to support effective teaching and learning: <ul style="list-style-type: none"> ▪ WRM resources and subscription Manipulatives ▪ The Write stuff resources ▪ Assessment materials (Standardised assessment in reading) 	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1-4
Specific personalised and targeted homework for children who are ‘off track’ or not at ARE.	EEF finds that set twice a week homework has a positive impact on average 3+ months as long as it is purposeful. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1-4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support (1:1 and group sessions)	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	1, 2, 4
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.	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: Mathematics guidance: key stages 1 and 2	3
Embedding Voice 21 dialogic activities across the curriculum. Supporting pupils to articulate key ideas, consolidate understanding and extend vocabulary.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1-4

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
<p>To provide targeted intervention. This will be overseen by the SENCo, ensuring children who require the support are 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 and speedy maths.</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>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>1-4</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. Self-esteem and resilience.</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>	<p>5</p>
<p>Reduction of class sizes in parts of Key Stage 2 for reading and maths:</p> <ul style="list-style-type: none"> ▪ Y6 - 3 groups (smaller group for targeted pupils) ▪ Y3 - 2 groups for each year (no more than 22/23 pupils) ▪ Y4 - 2 groups for each year (no more than 22/23 pupils) <p>The groups will be facilitated by non-class-based Assistant Head teaching these group.</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>	<p>1-7</p>

<p>To improve speech and language skills in Reception and year 1 through the use of ‘Welcomm.’</p> <p>Purchase resources and introduce and establish small group interventions across EYFS and KS1 following baseline assessments.</p> <p>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>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>Closely monitored by Head of School</p> <p>Progress meetings termly</p> <p>Regular monitoring of targeted interventions</p>	<p>EEF Toolkit guidance:</p> <p>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 be ongoing, but manageable.’</p>	<p>1</p>
<p>Additional interventions across school – phonics 1:1 tuition, century learning platform, rapid writing</p>	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. (Education Endowment Foundation, 2021)</p> <p>Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. (Education Endowment Foundation, 2021)</p> <p>EEF research suggests 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>	<p>1-4</p>
<p>Phonics intervention for lowest 20% across the whole school.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1-4</p>

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

Budgeted cost: £8,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p>		1 & 5
<p>Attendance for disadvantaged pupils will be better than or similar to that of peers.</p> <p>School will continue to follow the attendance policy and work with the Education Welfare Officer/school nurse to support with school attendance.</p> <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>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>	6
<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 around the teaching and learning of life skills and enrichment</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	7
<p>Additional support: Family support from SLT–early help/school nurse referrals when needed.</p>	<p>EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health.</p>	7

Support with funding of trips and Residential Purchase of uniform Support to purchase a musical instrument/lessons.		
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Total budgeted cost: £ 40,000

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 2021 to 2022 academic year.

Attainment at the end of July 2022 – Percentage at Age Related Expectations

Year 1 (4 children)	Pupil premium	Non-pupil premium
Reading	75%	82%
Writing	75%	80%
Maths	100%	88%

Year 2 (4 children)	Pupil premium	Non-pupil premium
Reading	25%	88%
Writing	25%	81%
Maths	25%	86%

Year 3 (4 children)	Pupil premium	Non-pupil premium
Reading	50%	83%
Writing	50%	67%
Maths	50%	81%

Year 4 (8 children)	Pupil premium	Non-pupil premium
Reading	88%	81%
Writing	75%	72%
Maths	88%	87%

Year 5 (9 children)	Pupil premium	Non-pupil premium
Reading	78%	81%
Writing	56%	83%
Maths	78%	89%

Year 6 (4 children)	Pupil premium	Non-pupil premium
Reading	75%	87%
Writing	50%	85%
Maths	50%	83%

Attainment in reading, writing and maths is lower for pupil premium children than their peers from year 1-6. Accelerated progress is required for pupil premium in these years for academic year 2022-2023.

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	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

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.