

# Pupil premium strategy statement

## Lavant CE Primary School 2023 - 2024



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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   | Lavant CE Primary School               |
| Number of pupils in school  | 112                                    |
| Proportion (%) of pupil premium eligible pupils   | 12.5%                                  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | Autumn 21 – Autumn 24                  |
| Date this statement was published   | December 2021                          |
| Date on which it will be reviewed   | reviewed: Nov 2023<br>Review: Nov 2024 |
| Statement authorised by   | Adrian King                            |
| Pupil premium lead  | Adrian King                            |
| Governor / Trustee lead   | Mrs. Ann Smith                         |

### Funding overview

| Detail   | Amount         |
|--|----------------|
| Pupil premium funding allocation this academic year                                    | £21,065        |
| Recovery premium funding allocation this academic year                                 | £2000          |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £5965          |
| <b>Total budget for this academic year</b>   | <b>£29,030</b> |

# Part A: Pupil premium strategy plan

## Statement of intent

Lavant C.E. Primary School strives to ensure all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. All our staff and governors accept responsibility for ‘socially disadvantaged’ pupils and are fully committed to meeting their social, emotional and academic needs within the school environment. We are committed to ‘closing the attainment gap’ between vulnerable pupils and the Pupil Premium forms a vital part of that process. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. Our chosen approaches are research based from the Education Endowment Foundation (EEF) with high-quality teaching being the most important factor in improving outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all pupils but has a particular positive effect on children eligible for Pupil Premium. The school adopts a tiered approach to Pupil Premium spending, balancing high quality teaching, targeted academic support and wider strategies.

6 of the 14 pupil premium pupils currently on roll are also on our SEND register, including some with very specific and challenging needs. We monitor their progress very closely, and evaluate their outcomes with those of other pupils including those who present with the same needs but who are not in receipt of the pupil premium. We realise the importance of ensuring that their progress is not hindered by any disadvantage, as well as meeting their SEND needs. The remaining 8 pupils are not on our SEND register but progress and support is tracked just as carefully and evaluated in detail during termly progress meetings to ensure their individual needs are met.

Our pupil premium strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

## Challenges

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

| Challenge number                  | Detail of challenge  |
|-----------------------------------|--|
| 1<br><b>Attitudes to learning</b> | <i>Lower economic capital that is intrinsically linked to the level of pupils’ cultural and social capital means disadvantaged pupils have differences in experiences, as well as differing levels of support at home, compared to other pupils.</i> |

|                                |   |
|--------------------------------|---|
|                                | Some of our pupils, through their life experiences, have low aspirations for their future and demonstrate a lack of resilience as a learner.  |
|                                | Some pupils lack metacognitive skills and the intrinsic motivation to learn and equip themselves with the necessary knowledge and skills for a successful future  |
| <b>2 Attainment</b><br>Writing | A number of pupils in receipt of PP are not making expected progress in writing despite interventions.  |
| Numbers sense and fluency      | A number of pupils lack confidence with calculation due to insecure number sense and fluency.   |
| <b>3 Pastoral</b>              | <i>Lower levels of social and emotional development impacts on pupils' ability to manage emotions and self-regulation.</i><br><br>Some pupils' emotional well-being / social and behavioural needs are affecting their engagement and ability learn.<br><br>Some parent's engagement with their child's learning is poor due to personal circumstances. |
| <b>4 SEND and Oracy</b>        | A number of our pupils who qualify for Pupil Premium funding have specific SEND needs and increasing number of children need SALT intervention.<br><br>Reduced access to rich language experiences also lead to fewer opportunities to develop oral language.   |

## 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  |
|---|---|
| Reduce inequalities by improving pupils' cultural capital   | Pupils' exposure to culture and situations which they might not have previous experiences is enhanced.  |
| Ensure pupils are intrinsically motivated to learn and have developed the appropriate self-regulation and metacognitive skills to be an effective learner | Improved learning behaviours enable PP pupils to achieve as highly as their non PP peers  |
| Improve outcomes for pupils in receipt of pupil premium in writing  | Effective teacher modelling, high quality teaching and effective interventions lead to pupils eligible for PP making strong progress from their starting point. |

|  |  |
|--|--|
|  | Attainment gap is in line with national.   |
| Improve numbers sense and fluency  | Pupils eligible for PP rapidly develop improved number and calculation skills measured through internal data analysis against prior attainment including, intervention and maths age measured by NFER tests.<br>Attainment gap is in line with national. |
| Emotional and mental well-being needs of all PP pupils are met. Pupils are ready for learning.   | Children's well-being needs are met and ELSA intervention evidence pupils make good progress in managing emotions and self-regulation.<br>In lessons, pupils are engaged and able to learn.  |
| Families have access to parenting support and are equipped to support learning at home through engaging with ELSA Leads and class teachers<br>Engagement with home learning is raised. | Parents are equipped to support pupils at home and have access to relevant resources for home learning.  |
| Pupils in receipt of pupil premium, including those with SEND make strong progress from their starting points.   | Staff trained to identify barriers to learning and deliver specific SALT / Dyslexia and ASD interventions.<br>Strong focus on providing children with rich language experiences. Priority placed on developing strong oral skills.                       |

## 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: £3,058

| Activity  | Evidence that supports this approach                                     | Challenge number(s) addressed |
|---|--|-------------------------------|
| Staff CPD on neurodiversity including identified areas of | SLT monitoring and staff surveys have identified that a number of our PP | £860<br>2, 3, 4               |

|  |  |               |
|--|--|---------------|
| Dyslexia, Emotional regulation / autism  | children display an increasing range of neurodiversity.<br>Training all staff to ensure our daily practice can address and support the neuro-diverse needs of our PP pupils.   |               |
| Speech and Language CPD for all Teaching Assistants in Speech and Language   | An increasing number of our PP children are entering school with poor oracy skills / S & L difficulties. This issue has been significantly impacted by COVID / lockdown and has a knock on affect with communication and writing.  | £1000<br>2, 4 |
| My Voice; My writing conference: focus on disadvantaged children   | PP children are at risk of lower attainment in writing. SL to attend conference to research best practice in developing writing for disadvantaged children, and closing the writing gap.   | £750<br>1,2   |
| To ensure teacher and summative assessment data is accurately captured and analysed to ensure the pupils who require catch up are quickly and accurately identified. Purchase of standardised diagnostic assessments and tracking programme. | Early identification of slow progress enables swift action and targeted support to be in place for our most vulnerable pupils.<br>Standardised tests, when used appropriately provide teachers and SLT with reliable insights into the specific strengths and weaknesses of individual pupils.<br>EEF Toolkit guidance: '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. | £448<br>2     |

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

Budgeted cost: £14,675

| Activity                                | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <b>NTP Tuition Partners Maths focus</b> | EEF (+4) Guidance:<br>'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The | £4,680<br>2                   |

|   |   |                                |
|---|---|--------------------------------|
| <p>Discrete teaching of maths for year 3 pupils by experienced tutor three session per week.</p> <p>1:3 maths tutoring (15 hours) for all pupils in receipt of PP</p>   | <p>evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.’</p> <p>Small group tuition is defined as one teacher working with two to five pupils together in a group.</p> <p>Our tutor, an experienced teacher, and maths specialist, joined us in spring 2022 through NTP. She will work closely with the class teacher to identify gaps and plan highly individualised sessions to target the groups’ needs.</p> <p>Year 3/4 split, based on school data, enables us to target identified year group</p>  |                                |
| <p>Effective deployment of staff, Teaching Assistants to support key children.</p> <p>TA staff working on Speech and Language / dyslexia interventions based on identified needs. Including Nesy and touch-typing skills.</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> ‘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 (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils’ learning outcomes.</p> | <p>£9380<br/>£415<br/>2, 4</p> |
| <p>Improve progress in writing for higher attaining pupils in receipt of PP through modelling, high quality texts/vocabulary and writing enrichment opportunities.</p>  | <p>Writing scrutiny has identified a lack life experience / higher level vocabulary is slowing progress of some of our higher attaining pupils</p> <p>EEF – Improving literacy in KS2</p> <p>Teach writing composition strategies through modelling and supported practice.</p>   | <p>£200<br/>1, 2</p>           |

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

Budgeted cost: £11,297

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Pastoral support from ELSA leads for vulnerable children and families- key support needed to ensure attendance is maintained and pupils are ready to learn.</p> <p>Our ELSA Leads will also offer support for parents, including wellbeing sessions and drop in clinics</p> <p>Providing Equine therapy sessions for selected pupils in receipt of PP</p> <p>Run '5 ways to Wellbeing' workshop for pupils in upper KS2, including parent workshop</p> | <p><i>Research from the EEF toolkit, shows that ELSA interventions have an identifiable and significant impact on developing pupil self-esteem, emotional resilience and readiness to learn, and attainment itself (+ 4 months additional progress on average).</i></p> <p>ELSA programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils. Nurture is an evidence based approach to supporting children's social and emotional needs (Nurture UK). The growing need for disadvantaged pupils requiring ELSA support has risen significantly in recent years.</p> | <p>1 &amp; 3<br/>£9,500</p>   |
| <p>Paying for school activities so those who receive PP money are never excluded from enrichment opportunities i.e residential and school trips, swimming, music lessons</p>  | <p>At Lavant, learning is supported by trips to enhance our school's curriculum. Social skills, independence, perseverance and team-work are developed through participation in group activities and overnight stays on residential visits. We have a number of families who struggle to afford the correct items needed for school and financially support such families to ensure every child has everything they need for school life.</p>  | <p>£479</p>                   |
| <p>Financial support towards attending breakfast / after school and holiday clubs,</p>  | <p>Subsidised / free places at breakfast / school clubs provide child care options which enables parents to accept working opportunities</p>   | <p>£800</p>                   |

|   |   |             |
|---|---|-------------|
| <p>Purchasing uniform, specific resources to enhance learning of identified individuals (e.g electronic dictionaries, C-pen, laptops, keyboard, quality personal interest texts.)</p> | <p>A small number of children lack the resources they need to excel as a learner. Funding is provided so that individual resources can be purchased to improve learning opportunities for identified children</p>   | <p>£150</p> |
| <p>Ensuring sustainability of outdoor learning through completion of staff training in running 'woodland skills' sessions within our school grounds.</p>                              | <p><i>Key findings of Forest Research: <a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/</a></i></p> <p>The evaluation suggests Forest Schools make a difference in the following ways:</p> <ul style="list-style-type: none"> <li>• Confidence: children had the freedom, time and space to learn and demonstrate independence</li> <li>• Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</li> <li>• Communication: language development was prompted by the children's sensory experiences</li> <li>• Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</li> <li>• Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills</li> <li>• Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment</li> </ul> | <p>£186</p> |

**Total budgeted cost: £29,030**

# 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 2022 to 2023 academic year.

Official validated data:

### Contextual Data 2019 - 2023

| Outcomes 2019 - 2023    |     |      |      |      |            |      |            |      |            |  |
|-------------------------|-----|------|------|------|------------|------|------------|------|------------|--|
| <b>Reading KS1</b>      |     |      |      |      | <b>KS2</b> |      |            |      |            |  |
|                         | ARE | N    | GDS  | N    | ARE        | N    | GDS        | N    |            |  |
| 23                      | 81  | 68   | 31   | 19   | 71         | 73   | 14         | 29   |            |  |
| 22                      | 81  | 66.9 | 31   | 18   | 83         | 75   | 33         | 27.8 |            |  |
| 19                      | 73  | 74.9 | 20   | 25   | 93         | 73.1 | 40         | 26.9 |            |  |
| <b>Writing KS1</b>      |     |      |      |      | <b>KS2</b> |      |            |      |            |  |
|                         | ARE | N    | GDS  | N    | ARE        | N    | GDS        | N    |            |  |
| 23                      | 69  | 59.4 | 0    | 8    | 50         | 71   | 0          | 13   |            |  |
| 22                      | 75  | 57.6 | 13   | 8    | 83         | 69   | 8          | 12.8 |            |  |
| 19                      | 60  | 69.2 | 0    | 14.8 | 80         | 78.4 | 0          | 20.1 |            |  |
| <b>Phonics Y1</b>       |     |      |      |      | <b>Y2</b>  |      | <b>GPS</b> |      | <b>KS2</b> |  |
|                         | Met | N    | Met  | N    | ARE        | N    | GDS        | N    |            |  |
| 23                      | 88  | 79.5 | 94   |      | 57         | 72   | 14         | 30   |            |  |
| 22                      | 75  | 75.5 | 85   |      | 83         | 71   | 42         | 28.2 |            |  |
| 19                      | 87  | 81.9 | 93   |      | 93         | 78.0 | 40         | 35.6 |            |  |
| <b>Mathematics KS1</b>  |     |      |      |      | <b>KS2</b> |      |            |      |            |  |
|                         | ARE | N    | GDS  | N    | ARE        | N    | GDS        | N    |            |  |
| 23                      | 75  | 70.3 | 25   | 16   | 64         | 73   | 21         | 24   |            |  |
| 22                      | 87  | 67.7 | 25   | 15.1 | 83         | 71   | 33         | 22.4 |            |  |
| 19                      | 73  | 75.6 | 20   | 21.7 | 80         | 78.6 | 53         | 26.6 |            |  |
| <b>Combined RWM KS1</b> |     |      |      |      | <b>KS2</b> |      |            |      |            |  |
|                         | ARE | N    | GDS  | N    | ARE        | N    | GDS        | N    |            |  |
| 23                      | 69  | 56   | 0    | 6    | 43         | 59   | 0          | 8    |            |  |
| 22                      | 75  | 53.4 | 12.5 | 5.9  | 75         | 59   | 8          | 7.2  |            |  |
| 19                      | 60  | 64.9 | 0    | 11.2 | 67         | 64.7 | 0          | 10.5 |            |  |
| <b>EYFS</b>             |     |      |      |      |            |      |            |      |            |  |
|                         | GLD | N    |      |      |            |      |            |      |            |  |
| 23                      | 72  | 67   |      |      |            |      |            |      |            |  |
| 22                      | 72  | 65.5 |      |      |            |      |            |      |            |  |
| 19                      | 73  | 71.8 |      |      |            |      |            |      |            |  |

**Year 4 multiplication check:**  
Average score 22 out of 25  
(National: 20.4)  
17.8 in 2022

- In EYFS, percentage of children attaining GLD has remained inline / slightly above national for the past 3 years
- Yr 1 phonics scores rose in 2023 to 88% (national 79.5%) following a successful change of phonics scheme and whole school staff CPD. **(Our only child in receipt of pupil premium passed the phonics check).**
- In KS1, attainment in reading, writing and maths is above national at ARE in all areas for the second year and above national in GDS in reading and Maths. **(Both PP pupils were assessed to be working towards expectations in reading, writing and maths at the end of year 2).**
- Precise teaching in Year 4 resulted in the multiplication check average score rising to 22/25 from 17.8 the previous year. **(2 out of 3 pupil premium children passed the MTC attaining 24/25 and 25/25).**
- In KS2, our results were much lower than our 2022 results; however, this was expected and correctly reflects this particular cohort, as the learning needs of these children have skewed our figures significantly. At ARE we are below national in all subjects. The attainment of this cohort is an anomaly and our current year six are predicted to attain above national percentages again next summer. **(75% PP pupils achieved expected reading standard, 25% achieved in writing and in maths. 50% achieved the expected standard in GPS).**

The pupil premium funding was strategically spent supporting all disadvantaged children through staff CPD, intervention time, well-being support and targeted enrichment and resources. From internal data we have identified that further work is required to develop children's literacy skills, maths fluency, mental wellbeing and resilience.

**Specific inputs:**

- Staff CPD and understanding of dyslexia and dyscalculia ensures inclusive practice and celebration of differences
- Targeted maths teaching for specific year groups / pupils will pupils fluency in maths
- Bespoke interventions from teachers and TA staff "closed learning gaps" for identified children – 23/24 will see greater support for children with identified neuro diversities.
- Investing in further ELSA training, and wellbeing projects will enhance our provision across the school
- Ensuring all children in receipt of PP funding has access to a lap top removes barriers to learning and enables full access to online learning platforms.