

Pupil premium strategy statement

Lavant CE Primary School 2021 - 2022



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	Lavant CE Primary School
Number of pupils in school	110
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 21 – July 24
Date this statement was published	December 2022
Date on which it will be reviewed	December 2022
Statement authorised by	Adrian King
Pupil premium lead	Adrian King
Governor / Trustee lead	Mrs. Mel Belderson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,450
Recovery premium funding allocation this academic year	£2,320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4,935
Total budget for this academic year	£33,705

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.

Our 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 Attitudes to learning	<i>Lower economic capital that is intrinsically linked to the level of pupils' cultural and social capital means disadvantaged pupils have differences in experiences 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

2 Attainment Writing Numbers sense and fluency	There is a small group of pupils in receipt of PP not making expected progress in writing despite interventions.
	Some children lack confidence with calculation due to insecure number sense and fluency.
3 Pastoral	<i>Lower levels of social and emotional development impacts on pupils' ability to manage emotions and self-regulation.</i> Some pupils' emotional well-being / social and behavioural needs are affecting their engagement and ability learn. Some parent's engagement with their child's learning is poor due to personal circumstances.
4 SEND and Oracy	Some pupils who qualify for Pupil Premium funding have specific SEND needs and increasing number of children need SALT intervention. 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 at highly as their non PP peers
Improve outcomes for pupils in receipt of pupil premium in writing	Effective teacher modelling and high quality teaching, leads 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. 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 Learning mentor intervention evidence pupils make good progress in managing emotions and self-regulation. 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 Learning Mentors and class teachings 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 Sp & Language difficulties, make strong progress from their starting points.	Staff trained to deliver specific SALT interventions. 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: £3,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subject leaders to identify where pre teaching/exposure to wider experiences can be planned to raise the knowledge and cultural capital that disadvantaged pupils need to access and succeed with the upcoming learning.	At Lavant we recognise that high attaining non-pupil premium students that do really well are able to articulate about lots of different things they've done, where they've been, what they've seen and what they understand from that. Unless our pupils are able to have those experiences and call on those terms of references about different places they have been they are more of a disadvantage because they are unable to talk or write about them. This does have an impact on our disadvantaged pupils and we want	1

	them to have those experiences too, if not at home then at school.	
<p>Staff CPD on Metacognition & self-regulation</p> <p>Metacognition day in Spring 22.</p> <p>To raise profile of Metacognition across the school</p>	<p>See EEF research guidance report +7 months</p> <p>Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluation their learning. 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.</p> <p>We have identified that some of our PP children have poor self-regulation skills and lack the necessary skills to grow as independent learners</p>	1, 3
<p>Work with Maths Hub to take part in 'Mastering Number Fluency programme' across Key Stage 1</p>	<p>See EEF research guidance report: 'Improving Mathematics in the Early Years and Key Stage 1' published January 2020 2 4 6</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>Internal research has identified that some of our pupils lack of fluency in their mathematics has slowed progress.</p>	2
<p>Staff training and development of teacher modelling as part of the writing process.</p>	<p>We have identified that some of our lack ideas and the language necessary to produce good quality writing. Through modelling, teachers can ensure pupils are exposed to rich vocabulary and quality writing. Whilst modelling, teachers ensure pupils hear their writers voice.</p>	2
<p>To raise standards in phonics and early spelling through use of a clear and consistent approach across EYFS and KS1</p>	<p>See EEF research guidance report +4 months</p> <p>Early development of phonics and spelling strategies in our school have been negatively impacted by the past two years of interrupted education. We have launched a new inspiring phonics scheme to ensure consistency in approach across EYFS and KS1</p>	2

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

Budgeted cost: £24,370

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>NTP Tuition Partners Maths focus year 5. Experienced tutor through teaching Personnel. 70% NTP subsidy. 1:3 pupil to tutor ratio. 15 hours of tutoring, weekly sessions targeting approximately 12 pupils. £1,710</p>	<p>EEF (+4) Guidance: ‘Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.’ Small group tuition is defined as one teacher working with two to five pupils together in a group. Our tutor, an experienced teacher, and maths specialist, is joining 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. Current data- 43% of year 5 pupils are not on track to meet the expected standard in maths for their year group. The tutoring will target the pupils from this group.</p>	2
<p>Effective deployment of staff, Teaching Assistants to support key children.</p> <p>Trained TA staff working on Speech and Language / dyslexia interventions based on identified needs.</p>	<p>EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants ‘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>	2, 4
<p>To analyse summative assessment data and</p>	<p>EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	2, 4

<p>identify the children who require catch up and more targeted intervention. Closely monitored by HT, DHT and SENDCo at termly Pupil progress meetings.</p> <p>Regular monitoring of targeted interventions</p>	<p>g.uk/support-for-schools/schoolimprovement-planning/2-targetedacademic-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 they returned to school full time, so assessment needs to be ongoing, but manageable.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6015

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral support from Learning Mentors (ELSA leads) for vulnerable children and families- key support needed to ensure attendance is maintained and pupils are ready to learn.</p> <p>Our Learning Mentors will also offer parenting sessions working on specific needs developed through a needs analysis and from January 22 will run a parent weekly drop in session</p> <p>Pupils are able to participate fully in school trips and residential trips which support learning and enhance the school's curriculum. Restrictions allowing, we aim to reinstate a range of breakfast /</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 1:1 support provided by the learning mentor has risen significantly in recent years.</p> <p><i>EEF guidance - Enrichment activities are beneficial for their own sake outside of any attainment impacts.</i></p>	

<p>after school clubs to enhance disadvantaged pupils access to enrichments opportunities that they may not ordinarily have access to outside of school.</p> <p>Financial support for uniform / school resources</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.</p> <p>We have a number of disadvantaged families who struggle to afford the correct items needed for school. At Lavant we financially support a small number of families to ensure every child has everything they need for school life.</p>	
<p>Purchases of specific resources to enhance learning of identified individuals (e.g electronic dictionaries, quality personal interest texts.)</p>	<p><i>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</i></p>	
<p>Ensuring sustainability of Forest Schools approach by adopting an outdoor learning model so more pupils can access and staff feel confident to deliver.</p>	<p><i>Key findings of Forest Research: https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/</i></p>	
<p>Staff Training to increase access for all pupils to outdoor learning opportunities.</p>	<p>The evaluation suggests Forest Schools make a difference in the following ways:</p> <ul style="list-style-type: none"> • Confidence: children had the freedom, time and space to learn and demonstrate independence • 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 • Communication: language development was prompted by the children's sensory experiences • Motivation: the woodland tended to fascinate the children and they developed a keenness to participate 	

	<p>and the ability to concentrate over longer periods of time</p> <ul style="list-style-type: none"> • Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills • Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment 	
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Total budgeted cost: £33,705

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales

The only official data is the Yr 2 phonics check which was 82%.

Last year the Pupil Premium Grant we received was carefully spent on supporting all disadvantaged children via resources for home school learning, intervention time, well-being support – This year (& moving forwards) all activities to support our pupils in receipt of the PP grant are supported by evidence. In part this is based on EEF findings but also on school research following our participation in the disadvantaged Leads training run by West Sussex Local Authority in conjunction with Durrington Research School

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