

Pupil Premium Strategy Statement

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	Lings Primary
Number of pupils in school	377 (Minus Pre-School)
Proportion (%) of pupil premium eligible pupils	30% (funded on 112 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Local Governing Body
Pupil premium lead	Mark Wilson
Governor / Trustee lead	Paul Stewart

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£150,640.00
Recovery premium funding allocation this academic year	£16,240.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£18,751.00
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	£185,631.00

Part A: Pupil Premium Strategy Plan

Statement of intent

Our ultimate objectives and principles for our disadvantaged pupils:

Our overarching aim is to ensure the best possible outcomes using a holistic approach which considers the needs all disadvantaged pupils at Lings Primary. Lings serves a community of high deprivation.

Based on the most recent census 3% of pupils are currently receiving top-up funding. 14% of children have Special Educational Needs. 3% have EHCP. MLD, SEMH and SLCN are the main areas of need. The school has seen an increase in the % of EHCPs. The school has also seen an increase in overall mobility in the last three years and deprivation remains high.

We have high aspirations and ambitions for our children and we are determined to ensure that all our children are given every chance to realise their full potential.

How our current pupil premium strategy plan works towards achieving these objectives?

The money has been ring-fenced and will be used to benefit all pupil premium pupils and pupils that have been identified in need of 'recovery' and also fall into our schools definition of disadvantaged. We have established clear lines of responsibility with a member of the senior leadership team and a link governor taking responsibility for Pupil Premium. We do this by:

- Providing short term intervention programmes for underachieving pupils and those with SEND (Special Educational Needs and Disabilities).
- Involvement with the NELi project in EYFS with staff trained in delivery.
- S&L Therapist two days a week
- Providing additional adult support for pupils in Year 6.
- Providing in School- Led Tutoring
- Providing new resources that will support learning and teaching in and out of the classroom.
- To provide Therapeutic Counselling support for pupils e.g. Play Therapist Weekly
- To provide online learning materials for Reading and mathematics (available 24/7) from outside the school network.
- Making sure that all children have full access to a daily diet of at least good teaching.

- Ensuring adults are deployed effectively to support those children most 'in need'.

Challenges

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

Challenge number	Detail of challenge
1	Historic attendance issues for PP pupils
2	Historic gaps in attainment for PP/Non and White British PP/Non
3	Impact of Covid-19 and school closures on all PP, those identified in need of 'recovery' and those PP pupils with multiple vulnerabilities
4	Higher than national average number of children born into poverty in the locality (34%) and therefore high % of disadvantage pupils
5	Mental Health needs have always been significant in the locality but have increased due to the pandemic
6	Lack of parental engagement with education and other support services

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
All teachers' expectations are consistently high and reflect explicit differentiation and challenge	<ul style="list-style-type: none"> - Lesson observations demonstrate high expectations from staff for all PP pupils and any pupils identified for 'recovery'. - Pupil Progress Meetings have section dedicated to PP children and children identified for 'recovery' and how their needs are going to be addressed through differentiation and challenge. - PP pupils and children that are identified for 'recovery' are engaged in their learning (using Pupil and Parent voice to capture) - Lesson planning demonstrates that all the needs of PP children are being met.

<p>Robust monitoring and evaluation of interventions and assessment across all subjects with a focus on tackling the gaps of PP pupils and pupils identified for 'recovery'.</p>	<ul style="list-style-type: none"> - Interventions groups are kept small to allow for individualised learning plans - Intervention plans are shown to address the individual pupils needs. - Pupils identified for interventions make good progress based on their starting points (using TA and Test outcomes) - Online resources are used to support learning to engage pupils.
<p>PP pupils and pupils identified for 'recovery' are making at least good progress from their individual starting points in all subjects following the lost learning due to the pandemic.</p>	<ul style="list-style-type: none"> - Pupil attainment shows an increasing % at ARE across all year groups and core subjects - Gaps close between PP and Non-PP pupils' attainment and progress. - Pupils that are identified are targeted for intervention.
<p>Attendance for PP pupils and those that are identified as needing 'recovery' are in-line with Non- PP pupils.</p>	<ul style="list-style-type: none"> - Attendance for PP pupils and those identified as needing 'recovery' is in line with school expectations for all pupils (95%). - Daily absence calls are having an impact on attendance and any PA PP children. - PP and recovery pupils attendance being tracked.
<p>Achieve national average progress scores in KS2 Reading, Writing, Maths and Combined.</p>	<ul style="list-style-type: none"> - Data shows an increase in %s and is broadly in line with national

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: £78,751.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff to engage in the following CPD:</p> <ul style="list-style-type: none"> - Instructional coaching program rolled out throughout the year - how to analyse data and understand how to use it to identify gaps - ECT participants to engage in CPD on differentiation, assessment and challenge (Maths Mastery) - Peer Practice Development/ Team Teaching - -Engagement with the phonics, mathematics, English and computing Hubs - Herts for Learning projects to boost English results 	<ul style="list-style-type: none"> - Teachers having ownership of own data improves needs of pupils in class being met - ECT receive bespoke support in addition to that being offered to all staff - External expertise delivering content empowers staff and gives confidence to use resources effectively to support children - Improving practice from observing at least good practice - -PPM show an upward trajectory with the gap between PP and Non-PP closing especially in phonics, reading and mathematics 	<p>2, 3 and 4</p>
<p>Resources to be purchased for the following and INSET plan to include relevant training:</p> <ul style="list-style-type: none"> - White Rose Mathematics - Library Cloud - Beanstalk - Herts for Learning 	<ul style="list-style-type: none"> - Children gain a deeper understanding of curriculum content and therefore make at least good progress (measured by TA and test outcomes) - Staff to share good practice within INSETs 	<p>2, 3 and 4</p>

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

Budgeted cost: £41,829

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>In-School Tutoring to focus on PP pupils who are at risk of underachieving.</p>	<ul style="list-style-type: none"> - Adults within school have had the opportunity to work closely with identified children and will know their needs more thoroughly than external providers. - Ability for more fluid groups and rapid response interventions - Needs met in small, targeted groups - School having more ownership of content delivered - Interventions become part of the monitoring and evaluation cycle which identify strengths - Good relationship with staff members encourages good attendance and engagement 	<p>1, 2, 3, 4 and 6</p>
<p>Reading and Phonics provision</p>	<ul style="list-style-type: none"> - Interventions are monitored and data analysed to ensure good practice and progress - Monitor use of intervention and impact through case studies - Children discussed in PPMs and identified - Ensuring enough time for adults to support small groups and to provide cover where necessary - SLT to monitor the timetabling of interventions and resolve any conflicts or issues. - Staff skilled in particular interventions leads to high quality practice - Adults within school have had the opportunity to work closely with identified children and will know their needs thoroughly. - Ability for more fluid groups that change daily and meet immediate needs. 	<p>1, 2, 3, 4, and 6</p>

	<ul style="list-style-type: none"> - Needs of children are met in small targeted groups - Adults having ownership on content delivered - Good relationship with staff members encourages attendance 	
Ensure a coherent delivery of mathematics teaching across all key Stages	<ul style="list-style-type: none"> -To embed White Rose and to monitor the standards across all key stages -Deliver training in number sense and to monitor the implementation across KS1 -Booster groups in Key Stage Two -Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations. 	2, 3, 4 and 6
Promotion of reading for pleasure to lift barriers to learning	<ul style="list-style-type: none"> -Encouraging wider reading and ensuring children are exposed to challenging texts. -Opportunities for children who may not read at home or visit the library to do so/ access a wide range of online reading materials through Bug Club. Also books for Christmas presents. -Extra intervention in phonics targeted at disadvantaged children who are falling behind. -Wider range of decodable books will be accessible to children. -Children who are less confident readers or those who do not read at home to read with Beanstalk Volunteers or Therapy Dog. -Author visits to the school to inspire the children. -Relaunch and refocus on the use of the school library, eg: newsletters highlighting new authors, book reviews, 'Can't Decide What to Read Jars', reading competitions, 100 books to read before... 	2,3 and 4

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

Budgeted cost: £65,051

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure subsidised Education Visits, Activities and Enrichment (Trips, Clubs inc breakfast and after school) for PP pupils.</p>	<ul style="list-style-type: none"> - Encourages good attendance - Improvement in Mental Health - Improvements in forming good friendships - Improvements in behaviour of classes and individuals (less low level class disruption) - Improvement in parental engagement with the school 	<p>1, 3, 4, 5 and 6</p>
<p>Ensure Inclusion Team support children with multiple vulnerabilities (PP+) includes: access to outside agencies including OT, S&L, EP and targeted pastoral support from the schools FSW Team including: housing and mental health services Additional SEND specialist with a focus on those with SEND and eligible for PP</p>	<ul style="list-style-type: none"> - Working on enrichment activities for those pupils identified leads to an improvement in attendance, mental health and pupil/parental engagement - Engaging with the families facing most challenges leads to an improvement in attendance, mental health and pupil/parental engagement - Working closely with the LA and Trust to look at new ways to engage families and ways to work empowers staff and leads to improvement in attendance, mental health and pupil/parental engagement. 	<p>1, 3, 4, 5 and 6</p>

Total budgeted cost: £185,631.00

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.

Priority 1

Ensure resources and training are in place to support whole school programmes in mathematics, Reading, phonics

Resources for whole school programmes were purchased and used in order to support and engaging curriculum for PP children, including during school closures. These included Herts for learning and access to English and Mathematics hubs.

Priority 2

Ensuring staff use evidence-based whole-class teaching interventions (For whole school and TA led interventions. These include EYFS S&L with the use of NELi)

QLAs, group analysis and assessment data used in order to plan for interventions and whole class teaching.

2021 Summer internal data for Y3-6 shows a mixed picture at Expected for PP vs Non PP across each year group. However, the gaps between the groups are still evident. See table below.

PP %	Reading	Writing	Maths	Combined
Year 3	PP 63% Non PP 58%	PP 43% Non PP 61%	PP 43% Non PP 71%	PP 29% Non PP 37%
Year 4	PP 55% Non PP 59%	PP 55% Non PP 51%	PP 64% Non PP 52 %	PP 44% Non PP 24%
Year 5	PP 60% Non PP 88%	PP 40% Non PP 59%	PP 48% Non PP 79%	PP 8% Non PP 39%
Year 6	PP 50% Non PP 83%	PP 50% Non PP 75%	PP 56% Non PP 67%	PP 31% Non PP 58%

Due to limitations of the pandemic, we were unable to offer free places on trips or at after school clubs as they did not take place. However, we were able to offer free places in after school and breakfast club. In addition to the free school meal hampers/ vouchers, we also provided breakfast hampers to vulnerable children and families. Attendance systems were in place following school closures and showed an

improvement towards the end of the summer term with vulnerable children tracked throughout.

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
NTP	Connex

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A