

## Pupil premium strategy statement

### School overview

Detail	Data
School name	Lyne and Longcross C of E Primary School
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	13.6%
Academic year/years that our current pupil premium strategy plan covers	2021-2024 (in final year)
Date this statement was published	Updated December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Chris Haxell
Pupil premium lead	Ruth Bodley
Governor / Trustee lead	Barbara Payne

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,805
Recovery premium funding allocation this academic year	NA
Pupil premium funding carried forward from previous years	£2,176.50 (not all money allocated to subsidise visits was needed)
<b>Total budget for this academic year</b>	<b>£46,981.50</b>

## Part A: Pupil premium strategy plan

### Statement of intent

As said in **1 Corinthians 12:12-13** *For just as the body is one and yet has many parts, and all the parts of the body, though many, form a single body,* our vision is to create a place of possibilities where children develop a lasting love of learning and through working together as a community will be encouraged and nurtured to fulfil their God given potential.

At Lyne and Longcross C of E Primary School we live out our vision through our values. These values reflect an understanding of God in which faith, courage, respect, fairness and belonging help to create a community in which all children can learn, develop and succeed.

Our Vision is lived out through ensuring that children are always at the heart of every decision that is made. Staff work hard to create a curriculum in which opportunities are created so that learning has a purpose and a context, one that offers experiences for children to develop not just academically, but spiritually and personally.

When making decisions about using Pupil Premium funding we consider the context of our school carefully, taking into account the challenges faced by our disadvantaged families. We will identify and consider the challenges faced by more vulnerable pupils in order to ensure success; evidence suggests that this will also benefit all pupils, regardless of whether they are disadvantaged or not. We consider research and evidence alongside our own experience of supporting our families to ensure that funding is allocated in a way which will have significant impact on outcomes for children.

Our objectives are:

- ✓ For the attendance of disadvantaged pupils to be in-line with non-disadvantaged pupils through strong relationships with children and families
- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ To improve the accessibility of school communications and activities to further support parental engagement
- ✓ To support our children's health, wellbeing and cultural capital to enable them to develop and flourish

In order to achieve these, we focus on continuing to raise the standard of teaching across the school, providing targeted academic support for catch-up or keep-up needs and finding wider strategies with support the development of the children beyond academic needs. We provide targeted CPD for staff to ensure that the whole team have secure knowledge and understanding of how to meets the needs of disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Our attendance tracking shows a significant gap between the attendance of disadvantaged and non-disadvantaged pupils. Measures already taken to improve attendance are having an impact, but the gap remains significant. Disadvantaged pupils are also over-represented in persisted absence statistics.
2	We want to ensure that pupils and families experiencing disadvantage still have high academic aspirations. This includes plans for secondary schooling and further education.
3	Analysis of assessment data and pupil work indicates that there are gaps in some pupils learning which holds them back and prevents them from meeting age-related expectations or making accelerated progress. This is sometimes, but not always, linked to attendance. Data shows there is a gap between the attainment of disadvantaged and non-disadvantaged pupils.
4	School needs to be increasingly accessible in terms of communication and access to learning and support, especially for families who do not have the facilities to access online and written communication easily.
5	Some children lack some of the vocabulary needed to succeed in education. This results in additional cognitive load in the classroom and creates an additional barrier for learning.
6	Participation in clubs and visits needs to be increased for our disadvantaged pupils to make sure they have access to a wide range of extra-curricular activities and experiences to build their cultural capital. Whilst support is offered to families to enable this, school need to be more proactive about this to ensure greater impact.

## 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
Children who are identified as experiencing disadvantage will benefit from consistent school attendance.	<ul style="list-style-type: none"> <li>Attendance rates of disadvantaged groups will be in line with non-disadvantaged.</li> <li>Persistent absence rates will reduce and punctuality will improve.</li> <li>For individuals experiencing significant difficulties with attending school, small steps of progress will be evident.</li> </ul>

	<ul style="list-style-type: none"> <li>• Links between home and school will be strong, with a focus on working as a partnership to improve attendance. Parental feedback and case-studies will evidence this.</li> </ul>
School staff and families will have high educational aspirations for every pupil and provide the right balance of challenge and support for all	<ul style="list-style-type: none"> <li>• Pupil voice and work in books will evidence appropriately high levels of challenge for all pupils, regardless of their background and starting point.</li> <li>• An increased number of parents will be attending parents evening and supporting children with home learning</li> </ul>
Disadvantaged children will make similar progress to non-disadvantaged children	<ul style="list-style-type: none"> <li>• The gap in attainment between disadvantaged and non-disadvantaged pupils will be reduced, with an aim of attainment being at least inline.</li> </ul>
Ensure that school is fully accessible to all families, particularly in terms of communication.	<ul style="list-style-type: none"> <li>• Parent feedback will evidence positive relationships between school and families</li> <li>• Families will know who to go to for support in school and how to access help for specific issues and concerns.</li> </ul>
Children will build cultural capital through the wider curriculum.	<ul style="list-style-type: none"> <li>• There will be higher participation by disadvantaged pupils in wider curriculum activities</li> </ul>

### 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: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all staff have a consistent understanding of high quality instruction,	There is a strong evidence base that suggests that high quality instruction, including dialogic activities such as high-quality classroom discussion and teacher feedback, are inexpensive to implement with high impacts on attainment and language development. EEF toolkit states that developing	3, 5

dialogic talk, scaffolding and effective feedback.	effective feedback can lead to up to additional 6 months progress.	
Ensure all staff are supported to be excellent practitioners who can consolidate understanding and extend vocabulary.	There is a strong evidence base that suggests oral language interventions improves outcomes for all pupils. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</a>	3, 5
REMA training – Building Networks (GRT)	The GRT community are a significant part of our school community. We prioritise building effective relationships with these families to increase engagement with education. We know that parental engagement has a high impact on attendance and educational outcomes (evidenced by EEF report). Working alongside the REMA team to review practice and refine strategies for working in partnership with parents will support increased engagement.	1, 2, 4
Whole staff CPD – raising the profile of disadvantaged pupils and what we can do to have an impact on their success	Whole school culture and awareness of the challenges faced by some pupils and families is integral to effective practice. All staff will attend INSET to further support and develop staff understanding and expertise.	1-6

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

Budgeted cost: £21,400

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Keep up/catch up intervention – teacher-led provision specifically targeted at disadvantaged pupils</i>	EEF (+4) There is an evidence base to suggest the individualised instruction can have a positive impact of progress. Within our own context, we regularly observe the impact it has on the quality of interactions, confidence of pupils and the ability of children to focus without distraction on their learning. This year, we specifically want to address gaps in learning as a result of poor attendance to enable children to catch up with their peers.	3

<i>Targeted Reading catch up intervention</i>	Our chosen SPP includes a structured approach to identifying and filling in gaps in phonic knowledge for older pupils. A rigorous catch up/keep up programme for pupils in KS2 who are not reading fluently will have a direct impact on reading outcomes for pupils.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	2, 3
<i>Vocabulary pre-teaching</i>	Evidence informs us that explicitly teaching the vocabulary children need to succeed has a positive impact on progress. It reduces the cognitive load within the classroom as children are readily familiar with the terms and words being used.  <a href="https://educationendowmentfoundation.org.uk/reading-house/vocabulary">https://educationendowmentfoundation.org.uk/reading-house/vocabulary</a>	3, 5

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Forest school provision</i>	<a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a> Key Findings:  <b>Confidence:</b> children had the freedom, time and space to learn and demonstrate independence <b>Social skills:</b> children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play <b>Communication:</b> language development was prompted by the children's sensory experiences <b>Motivation:</b> the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time <b>Physical skills:</b> these improvements were characterised by the development of physical stamina and gross and fine motor skills <b>Knowledge and understanding:</b> the children developed an interest in the natural surroundings and respect for the environment	5, 6
<i>ELSA program &amp; ELSA supervision costs</i>	EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to	1, 4

	<p>improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.</p>	
<p><i>Subsidising trips and extra-curricular activities, including after-school clubs</i></p>	<p>Extra-curricular opportunities form an important part of a child's experiences and development. Wherever possible we want to make sure that disadvantaged pupils do not miss out on these opportunities for financial reasons.</p>	1, 2, 6
<p><i>Music teaching and wider opportunities (whole class and individual tuition, after school provision, provision of instruments, attendance at local musical events including staffing costs)</i></p>	<p>The EEF recognise that there is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Whilst there is wider evidence to suggest that participation in the arts can boost well-being and even academic outcomes, there is value for pupils in experiencing and learning musical skills, as noted by OFSTED in their recent research Review paper. We want to ensure that disadvantaged pupils experience taking part in specialist musical teaching with their class to develop their musical talent and to increase levels of engagement. Talent will then be further nurtured through the funding of individual lessons and places at after school musical clubs.</p>	2, 4, 6
<p>Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	1, 2, 4
<p><i>Parent Workshops and Support Meetings</i></p>	<p>EEF (+3)</p> <p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p>	1, 2, 3, 4

	<ul style="list-style-type: none"> <li>• approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> <li>• general approaches which encourage parents to support their children with, for example reading or homework;</li> <li>• the involvement of parents in their children's learning activities; and</li> <li>• more intensive programmes for families in crisis.</li> </ul> <p>As a school, our focus is on making information and events as accessible to all parents as possible. This includes considering timings, the ways information is presented and shared and finding out from parents what is most useful for them.</p>	
--	---	--

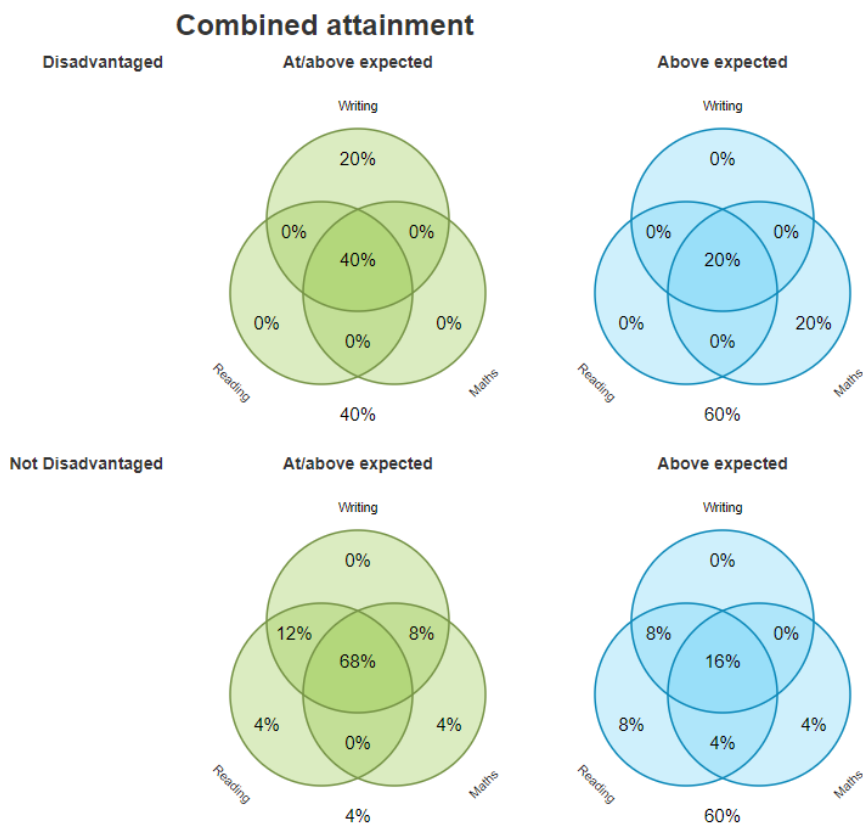
**Total budgeted cost: £45,400**

## 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.

#### End of KS2 outcomes – 2022-2023



5 children in the 22-23 year 6 cohort were identified as being eligible for pupil premium. Of these five children, 2 were on the SEND register (K code) and a further child had an EHCP in place. Pupils eligible for PP and without identified SEND (2 pupils) achieved good outcomes, achieving the expected standard or above. Three pupils in this cohort eligible for PP, all with identified SEND, did not achieve the expected standard for their age. Internal assessments demonstrate progress from their starting points. However, it remains the aim of the school to continue to close the gap in outcomes between these groups of pupils.

Analysis of internal data by senior leaders evidences that this difference in outcomes is evident in some other cohorts. In some cases, attendance and identified SEND can provide a context for this and many pupils do still make good progress from their starting points, despite not reaching ARE. Pupil progress meetings are used as a tool to closely monitor and discuss the barriers, progress and support for individual children in order to improve outcomes for disadvantaged children. This desire for improvement in pupil outcomes, and a reduced attainment gap is reflected in the strategy for 2023-2024.

Persistent absenteeism remains a high priority for the school and a number of our PP children fall into this category. The head teacher and admin staff are therefore focusing on this carefully this year and we are looking for increased involvement from our attendance officer to support this. New incentives within school to further raise the profile of attendance were introduced during the academic year. Overall we have seen a good response to this from pupils, with attendance being a key feature of celebration assemblies every week but are still finding it hard to make impact with specific families. Further pupil engagement with the value of attendance has been reflected in the Junior Leadership Team's decision to plan their own class attendance rewards.

### 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
Letters and Sounds Revised	Little Wandle
White Rose Maths	White Rose
Spelling Shed	Ed-Shed
Mathletics	3P Learning

### 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?	<p>The school have a very small number of service children (4 in the year 2022-2023)</p> <p>We identified where children would benefit from some additional Teaching Assistant support to boost progress and confidence within lessons.</p> <p>We also provided ELSA support for pupils who were struggling emotionally.</p> <p>In some specific circumstances, financial support was also offered to support attendance on trips and visits.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Pupils were observed to be more confident in class and better able to participate and start demonstrating greater independence within lessons. They are also able to access drop in sessions with the ELSA as required</p>

	and blocks of targeted support in response to specific needs and circumstances.
--	---

### **Further information (optional)**

*A key aim for the leadership team this year is to continue to raise the profile of disadvantaged children across the school. Teachers have been involved in creating cohort overviews for disadvantaged pupils to make sure that appropriate information is passed on effectively year to year. SLT have discussed this strategy in greater detail and are planning whole school CPD to ensure that all staff are aware of their role in supporting pupils who are or have experienced disadvantage.*

*The most significant barriers to attainment for our pupils are currently attendance and accessibility of communication from school. SLT are considering additional and different methods of support for future years, including considering the employment of a home-school link worker and additional teaching hours to further enhance our provision. This year, we are looking to appoint a teacher who will have designated time to work specifically with pupil premium children to help close gaps in attainment.*