



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 | Long Lawford Primary School |
| Number of pupils in school | 486 |
| Proportion (%) of pupil premium eligible pupils | 28% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2021-22 2022-23 2023-24 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Claire Stringer |
| Pupil premium lead | Tracey Tomes |
| Governor / Trustee lead | Margaret Patrick |

Funding overview

| Detail | Amount |
|--|--------------------------|
| Pupil premium funding allocation this academic year | £187,592.50 |
| Recovery premium funding allocation this academic year | £19,865.00/ £6,622.00 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £207,457.50 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across the curriculum and grow as well-developed characters, no matter what their starting points.

The focus of our pupil premium strategy is to support disadvantaged pupils to accomplish our intent, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, are young carers or who have suffered trauma (ACES). The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

What we expect to see:

We want all of our pupils to **Love, Learn, Persevere** and **Succeed**, preparing them for life in a changing world and equipping them for the future. We believe outstanding teaching and learning is key to the progress of pupils from disadvantaged backgrounds. This remains a consistent and relentless focus. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. In addition to this, targeted intervention and support strategies are deployed in order to:

- Improve levels of attainment and progress;
- Close attainment gaps between the disadvantaged and non-disadvantaged groups;
- Enhance the school experience for this pupil group;
- Engage and develop learning through a comprehensive extra-curricular provision;
- Have a clear focus on all disadvantaged pupils, including those with SEND and more able pupils and support pupils in becoming aspirational, confident and successful learners

Our approach will be responsive to common challenges and individual needs. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our core aims for Pupil Premium are:

- To raise the attainment and progress of pupils eligible for pupil premium funding so that their performance compares favourably with non-pupil premium peers.
- Address inequalities in education and opportunities of pupils from low-income families and raise attainment of these pupils.

This plan is not prescriptive or exhaustive: our approach will be responsive to common challenges and individual needs, rooted in assessment and knowing our families, not

assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p>Social and Emotional Mental Health:</p> <p>Our assessments (including pupil profiling), observations and discussions with pupils and families have identified an increase of social, emotional and mental health issues for many pupils, in part due to isolation, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher and parental requests for support have increased during/after the pandemic. 61 pupils (59% of whom are disadvantaged) currently require additional support (weekly) from a Learning Mentor with social and emotional needs.</p> |
| 2 | <p>Lack of confidence, aspiration and social skills:</p> <p>Observations and discussions with pupils, families and staff have highlighted a significant reduction in social skills and confidence following the pandemic which is impacting in a variety of ways, from pupils resilience, motivation, ability for appropriate play and more. We have seen an increase in playground incidents and higher demand for small group nurture sessions.</p> |
| 3 | <p>Regular attendance in school:</p> <p>Our attendance data over the last year indicates that attendance among disadvantaged pupils was 3.4% lower than whole cohort data.</p> <p>'Persistent Absence' figures are also higher in this group than the whole cohort. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> |
| 4 | <p>Learning gaps, specifically in Reading and writing:</p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in Reading and Writing. Last year saw a 10% gap in Reading and 9% gap in Writing attainment between those disadvantaged/non-disadvantaged working at ARE.</p> |
| 5 | <p>Modelling and use of Standard English and oracy skills:</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among</p> |

many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

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 |
|--|---|
| <p>To improve pupil's social skills and emotional well-being by implementing strategies to address emotional, social and behavioural needs</p> | <p>Boxall Profile scores improve (by progressing towards the 'normal indicators') by the end of the Nurture course</p> <p>100% of pupils feel more positive about school by the end of the Nurture Programme</p> <p>All Nurture pupils have demonstrated at least a 50% reduction in behaviour incidences following the programme.</p> <p>All staff to use a restorative approach to understanding and managing behaviour needs</p> <p>Early Help will be offered as required to ensure the whole family is being supported and areas of concern are addressed.</p> |
| <p>To ensure effective curriculum training with a focus on improving outcomes for disadvantaged pupils</p> | <p>Middle leader training to improve the quality of provision and outcomes for disadvantaged pupils (especially in English and oracy) – x3 staff (including cover)</p> <p>Senior leader training to improve the quality of provision and outcomes for disadvantaged pupils (especially in English and oracy) – x1 staff</p> <p>Subject specific CPD for subject champions, focusing on diminishing the</p> |

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| | gap, especially for disadvantaged learners |
| <p>Learning mentor to focus on and improve the attendance and behaviour of Pupil Premium groups</p> <p>A programme of bespoke workshops for 'vulnerable' pupil premium pupils to effectively support learning, social skills, confidence and attendance</p> | <p>Improve PP attendance to 96% (national)</p> <p>Overall PP attendance will be in line with whole school figures</p> <p>Reduce PP Persistent Absence to at least 15%</p> <p>Reduce Behaviour incidents by at least 50%</p> <p>Increase in parental engagement</p> <p>Increase in daily calling/home visits to ensure pupils attend school.</p> <p>Mentor workbook and Intervention logs show increase in PP involvement and 80% meeting their bespoke targets.</p> |
| <p>Daily targeted intervention delivered to targeted PP pupils (non-LA funded) in order to make accelerated progress from their starting points</p> | <p>At least 100% of targeted PP children make expected progress across the school.</p> <p>At least 70% of targeted PP children make at least accelerated progress.</p> <p>Additional support needs will be identified through data and relevant intervention/additional support put in place</p> <p>The gap between disadvantaged and non-disadvantaged children will be narrowed</p> |
| <p>Improve oracy in Nursery and Reception through Wellcomm Interventions and Nuffield Early Literacy Intervention</p> <p>Improve Oracy across the school (particularly in KS2) for children with SALT</p> | <p>At least 80% of EYFS cohort achieve ARE in communication/Oracy skills</p> <p>At least 100% achieve their SALT targets throughout the year</p> |

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: £ 16,982.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Restorative Approach Training for whole staff | Ongoing research indicates that punitive/shaming behaviour systems in schools does not address the underlying behaviours or reasons behind them. A restorative approach helps children to understand the impact their behaviour has on others and supports them with "putting it right". A large number of behaviour incidents across the school are linked to PP pupils, which often are exacerbated by a punitive/shaming behaviour system. | 1, 2, 3, 5 |
| Identify and deliver relevant training for staff to ensure that learning gaps can be efficiently identified and diminished | Specific and personalised CPD has been proven to provide educators with the skills and knowledge to identify and address learning gaps via the construction and implementation of timely learning sequences. | 4 |
| <p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time (Via Nuffield Early Language</p> | <p>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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> | 1, 2, 3, 4, 5 |

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| Intervention, Speech and Language interventions, Wellcomm Interventions). | | |
| Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. | 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 | 2, 4, 5 |

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

Budgeted cost: £ 105,000.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| School-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF | 1, 2, 3, 4, 5 |

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| Focus on Y2 and Y6 to enable pupils to be taught in smaller, targeted groups | | |
| Targeted intervention in all year groups to diminish learning gaps, with a focus on PP children | Intervention delivered at least 3x weekly for a period of time (no shorter than 6 weeks) has been shown to diminish gaps and help children to make rapid gains. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=site_search&search_term=intervention | 1, 2, 3, 4, 5 |
| Ensure that assessments are rigorously monitored and that any pupils deemed 'at risk' receive targeted support. | 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 Effective implementation of the Graduated response (As seen in the SEN Code of Practice) establishes a clear framework and timescales for support to be implemented and reviewed. | 4 |
| To embed online learning systems, to provide equity in the case of further COVID-19 school disruptions. | COVID-19 pandemic has required schools to provide a remote learning offer. Ensuring that disadvantaged pupils have access to the internet, a suitable device in which to undertake their remote learning and providing a targeted remote learning offer, will aim to minimise the disruption of closures on a child's learning journey. By providing a suitable device for pupils to use whilst undertaking remote learning, educational equity | 1, 2, 4, 5 |

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| <p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time (Via Nuffield Early Language Intervention, Speech and Language interventions, Wellcomm interventions).</p> | <p>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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> | <p>1, 2, 3, 4, 5</p> |
| <p>Additional phonics sessions targeted at disadvantaged</p> | <p>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:</p> | <p>2, 4, 5</p> |

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| <p>pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p> | <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 85,700.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|--------------------------------------|
| <p>Identify disadvantaged pupils who are at risk of becoming Persistent absentees and those who are persistent absentees, providing effective support to improve attendance in line, if not above national average of 96%</p> | <p>Previous cycles of attendance monitoring in this manner identify improvement of attendance for pupils following the implementation of support systems.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> | <p>1, 2, 3, 4</p> |

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| <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> | | |
| <p>To ensure that children have access to relevant pastoral support services available via the school's local offer, or via specific access to outside agencies.</p> | <p>This provides support for social and emotional needs as a result of external barriers to learning such as domestic abuse, temporary housing, attendance etc. Disengaged PP pupils develop and maintain a positive outlook towards learning and school life. Progress of PP pupils maintained because of LM intervention / coaching.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>EEF behaviour interventions research</p> | <p>1, 2, 3</p> |
| <p>To provide nurture support at lunchtime</p> | <p>By providing alternative arrangements in a nurture based environment enables children to emotionally regulate and maintain their readiness for learning.</p> | <p>1, 2</p> |
| <p>Provide families with support via a Child and Family Lead, focusing on supporting families outside of school where needed.</p> | <p>Research shows that families receiving timely support are more able to sustain positive change, thus having a positive impact on their child's childhood.</p> | <p>1, 2, 3, 4</p> |

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| To provide a curriculum offer that promotes the well-being of pupils | COVID-19 pandemic has resulted in substantial changes for the children at school. They will have experienced a variety of scenarios and providing them with opportunities to focus on PSED will support their wider return to school. Extra-curricular access promotes higher levels of engagement. | 1, 2, 4, 5 |
| Employ a counsellor, Art therapist and play therapist to work with children in the school with SEMH needs. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) | 1, 2, 3 |
| Increase and diversify extra-curricular offer enhancing pupil engagement | Survey pupils to ensure extra-curricular offer reflects pupil interest. In doing this there is evidence it can lead to an increase pupil engagement in activities outside of the classroom. Increase in the number of activities offered Evidence shows that Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves, however, it also benefits core academic attainment particularly literacy and mathematics. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation | 1, 2, 3, 4, 5 |
| Subsidy towards trips/residential visits | By providing subsidies towards trips and visits that go above and beyond the national curriculum. Disadvantaged pupils will have more opportunity to attend. | 1, 2, 3, 4 |
| Parents of Pupil Premium Children will be given access to £100 (per child) to support with paying for: | By providing subsidies towards uniform and clubs means that disadvantaged pupils will have more opportunity to attend. The school also provides affordable uniform as well as second-hand uniform for families to access. | 1, 2, 3, 4 |

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| <p>1. Uniform purchases via the school</p> <p>2. Music lessons via the school</p> <p>3. School-run extra-curricular activities (e.g. sports club)</p> | | |
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Total budgeted cost: £ 207,457.50

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.

In the academic year 2020-21 we had 146 PP pupils in Reception-Year 6. 150 if Nursery is included. This was 19 more than the previous year and an increase of 4%. Of these 21% were also SEND and 14% were also EAL. 13% of PP children from Y1-Y6 were working within a pre-year group curriculum.

2020-21 Data

This data is based on internal assessment.

Data Analysis (trends and gaps)

| Percentage of PP/FSM chn working at EXP/EXC compared to Non-PP/FSM chn | | | | | | |
|--|---------|-----|---------|-----|---------|-----|
| | Reading | | Writing | | Maths | |
| | EXP/EXC | EXC | EXP/EXC | EXC | EXP/EXC | EXC |
| PP Y1 - 6 | 63% | 19% | 60% | 8% | 65% | 12% |
| Non-PP Y1 - 6 | 73% | 31% | 69% | 18% | 78% | 32% |
| GAP | 10% | 12% | 9% | 10% | 13% | 20% |

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online teaching and resources. The impact of Coronavirus on our Pupil Premium children's learning has been significant. Approximately 60% of Pupil Premium children accessed online learning during Lockdown (between March 20th and July 21st 2020).

| Strengths | Areas for Development |
|--|---|
| <ul style="list-style-type: none"> Overall, GAPS between our Non-PP/FSM and our PP/FSM children have been closing when we look at expected and exceeding combined however they still remain high. Over 80% of all PP/FSM children have made expected progress since baseline with 10%+ making accelerated progress. Over 80% of all PP/FSM children have made expected progress since their previous Key Stage assessment points. | <ul style="list-style-type: none"> Exceeding percentages and GAPS between Non-PP/FSM and PP/FSM have increased since baseline. Year 1 have dropped in attainment data from baseline to end of year in reading writing and maths – this will need to be a focus for next year. Interventions have already been discussed for Aut 1 2021-22. Although progress is good, attainment data is generally low across the school for our |

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| <ul style="list-style-type: none"> • Year 2 have increased their expected & exceeding percentages by 11% in writing and 10% in maths since the start of baseline. • Year 3 have increased their expected & exceeding percentages by 12% in writing and 12% in reading since the start of baseline. Their exceeding writing data has increases by 4%. • Year 5 have increased their expected & exceeding percentages by 13% in writing and 6% in maths since the start of baseline. They have maintained their reading percentage. • Year 6 have increased their expected & exceeding percentages by 4% in writing and reading since the start of baseline. They have had a big focus on maths including basic skills and had an increase in 18% of children meeting expected or exceeding since baseline. | <p>PP/FSM children. End of year pupil progress meetings have identified children to targeted across the school as soon as the children return after summer. Focus on developing children reaching expected by end of next academic a year and an aspirational target for 90% + of all PP/FSM children to make expected progress from baseline.</p> <ul style="list-style-type: none"> • Year 4 Reading and maths data has dipped slightly by 3% but have had movement of children joining and leaving their cohort (4 joined list and 3 left) |
|---|--|

Attendance last academic year was at 92.1% for PP/FSM pupils whilst whole school figure was 95.5%. On average this was a 1% increase on the previous academic year.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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 |
|---------------------|----------|
| NELI | NELI |
| School-led tutoring | Supply |