

Pupil Premium Strategy Statement

Launde Primary School

Written: August 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	Launde Primary School
Number of pupils in school	630
Proportion (%) of pupil premium eligible pupils	6% (36 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Inderjit Sandhu
Pupil Premium Lead	Kathryn Priddey
Governor / Trustee Lead	Mal Plaha

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60580
Recovery premium funding allocation this academic year	£6380
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£66960

Part A: Pupil Premium strategy plan 2022 - 2023

Statement of intent

We believe that all pupils have the right to fulfil their full potential and want all our pupils to achieve high attainment and develop to the full during their time at our school. Our school motto is ‘**Every child’s academic, artistic, physical and social potential to be developed to the full within the Launde family**’ and we want to ensure we support all our pupils to realise this. We regularly consider the barriers that our vulnerable pupils face and how we can reduce or remove these to enable the children to succeed.

We focus on high quality teaching to ensure all pupils, including our disadvantaged pupils, achieve well. We have found that the lessons which are most effective for our pupils that have gaps in their understanding use the following three main strategies: scaffolding, resources to help concrete understanding and the use of metacognition. This applies to all areas of the curriculum. We therefore ensure in our strategy that teachers have the resources and training to deliver highly effective lessons.

To ensure this approach is responsive to individual needs, we work with our staff to identify barriers to learning for individual and groups of children and produce detailed action plans to plan the approach to narrowing the gap with peers that are based on assessment and are evaluated carefully.

At our school we also value the importance of enrichment activities for our pupils. We appreciate that longer term benefits of these and therefore ensure our plan enables all pupils to access opportunities both within the school day and extra-curricular. This enables our disadvantaged pupils to have the opportunity to have more equal life experiences as our non-disadvantaged pupils and develop individual talents and experiences which will help them in their next stage of learning and in the future, to become successful citizens of our country.

Challenges

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

Challenge number	Detail of challenge
1	Parent engagement is associated with improved academic outcomes. During the pandemic this was not possible and our evaluations show that last year, parents of disadvantaged pupils are not as engaged as in previous years.
2	Barriers to learning in phonics have been identified and pupils that are disadvantaged generally have greater difficulty learning their phonics than their peers. This then has a negative impact on their reading skills.

3	Assessments, observations and discussions with pupils indicate underdeveloped oracy language skills among many disadvantaged pupils. This is evident through observations from Reception through to KS2.
4	Through our school reflections and observations, we have seen a link between our persistent non-attendees and disadvantaged and often SEN. This improved towards the end of last year but are aim is not yet fully realised.
5	Access to enrichment opportunities are more limited for our disadvantaged pupils than those of their peers.
6	IT use is important to support improved teaching and learning. Our discussions with pupils and families have evidenced a lack of IT skills for our disadvantaged compared to those of non-disadvantaged pupils.
7	Academic progress for our disadvantaged pupils is lower than non-disadvantaged pupils in most year groups in reading and maths.

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.

3-year plan:

Intended outcome	Success criteria
To improve phonics skills among disadvantaged pupils.	Year 1 phonics outcomes in 2024/2025 show that more than 70% of our disadvantaged pupils meet the expected standard.
To attain a high level of IT provision for all pupils, particularly our disadvantaged pupils.	Sustained high levels of IT provision for our disadvantaged pupils, skills which are used to support learning and improve outcomes at home and at school. This will be demonstrated through data from pupils, parents and teacher observations from 2024/2025.
To achieve a good level of oracy skills by our disadvantaged pupils	Observations and teacher assessments in 2024/2025 demonstrate a good level of oracy skills among our disadvantaged pupils.
Access to enriched curriculum and extra-curricular activities	Sustained, high level of participation from 2024/2025 shown through evaluations, attendance registers detailing access to clubs.
To sustain and achieve improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance by all pupils, but particularly our disadvantaged pupils on 2024/2025 by overall absence rate being no more than 4%. The attendance gap between disadvantaged pupils and non-disadvantaged pupils being reduced by 2%
A good level of engagement from parents	Sustained and good level of engagement from parents of our disadvantaged pupils demonstrated through participation figures at parents' meetings, evaluation and feedback through other workshops and parent sessions.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** (2022 -2023) to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Oracy training for staff: **£900**

Purchase of IT equipment to support literacy teaching in FS and Year 1: **£600**

Mentoring and coaching to ensure quality phonics teaching: **£2000**

Senior leader time to observe, give feedback and monitor teaching and learning: **£5400**

Purchase of standardised tests for Y1-Y6: **£1080**

Budgeted cost: **£9980**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed oracy activities into teaching strategies through staff training sessions.	There is a strong evidence from EEF research that indicate that oracy strategies enable all children to develop learning. This has a high impact on outcomes.	3
Enhance writing teaching through the use of IT provision in Foundation and Year 1.	The EEF research demonstrates that by using IT to support the delivery of writing in KS1 helps children to improve their writing skills. Last year it could be seen that children found it hard to write their ideas without rehearsing them beforehand. Through using sound buttons, children were able to increase their sentence writing accuracy.	6
Ensure phonics teaching in KS1 is effective	In order to ensure all children can read accurately by the end of KS1, research has shown that the children's phonics teaching needs to be of a good quality.	2
Mentoring and coaching by senior leaders. Assistant Heads to have ½ day per week to observe teaching and learning, give feedback and ensure best outcomes possible.	Research demonstrates that all children benefit from high quality teaching and learning provision. We want to ensure that teaching strategies are the best they can be through a well planned monitoring and feedback process, using instructional coaching strategies.	7
Purchase of standardised diagnostic assessments for Key Stage 2 Y3, Y4, Y5.	Standardised tests provide essential tracking information for the teacher. These tests provide a diagnostic tool that can be completed to identify specific strengths and weaknesses. This in turn will be addressed through future teaching and interventions where appropriate. EEF research has determined that this a valuable part of	7

	identifying barriers to learning and addressing these by supporting teachers and developing their assessment techniques.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

School based tutoring in small groups delivered by class teachers: **£20,000**

Book in a box subscription for each child: **£660**

Additional phonics sessions for Year 1 and FS pupils: **£2670**

1:1 support for Year 6 pupil £9 x 15 hrs x 30 weeks: **£4050**

In class support to access learning: **£10,000**

Budgeted cost: **£37380**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Releasing the teachers to work in structured small group with children from their class.	Research and using this strategy last year has shown that in order to support the children to improve outcomes most effectively, the children will work with their own teachers to focus on specific small steps of learning and then embed this into their whole class learning.	7
Additional phonics sessions for low attaining pupils and disadvantaged pupils who require further phonics support.	Phonics approaches support children to access reading. Targetted phonics sessions have been shown to be more effective when delivered as regular sessions over a period of 12 weeks. EEF research confirms that phonics achievement for all is important.	2
1:1 tutoring for a child 15hrs support for a child in Year 6	15hrs of TA support to access differentiated curriculum. Child working 2 years behind peers. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils. Through having specific support, child will benefit from increased self-esteem, having someone to share worries, boost confidence which all have bene proven to support further.	3
In class support to help children access learning for reading and maths.	A significant number of children who are classed as disadvantaged did not make the same progress as their peers last year. Ensuring support is in place to access the learning and make improved progress will support them to improve outcomes.	7

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

Parent engagement meetings x 3 a year: **£4000**

Enrichment activities: **£10000**

IT devise licenses: **£4600**

Laundecare provision contingency fund: **£1000**

Budgeted cost: **£19600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To decrease persistent absenteeism by 4%. This will consist of parent meetings with staff – cost for release time already built into budget previously.	Attendance in school has been well documented as imperative to support children’s increased outcomes. Forming a close working relationship with parents to engage and inform has been recognised as important by EEF research in improving outcomes.	4
‘Book in a box’ subscription for each child	Engaging parents in learning has been proven to improve outcomes. Our school has developed a strong relationship with our families in many different ways. Providing additional reading resources at home for our families who can’t afford to update books regularly has helped improve outcomes at our school in the past and we want to continue to support this through sending books and activities based on books to the children’s home.	1,2,5
Parent engagement Meet with parents 3 x a year for 30min parent /teacher meeting	EEF research has found parental engagement has been important when supporting pupil outcomes. Over the past few years we have learnt that at school, increasing the time spent with these families has helped develop a partnership within which to support the children for the year.	1
Enriching activities 10% of budget to fund individual children’s enrichment experiences: Guitar tuition After school clubs 1 per term per child Day visits fully funded Residential Y4, Y6 Uniform – 1 x complete set Resources for individual pupils £50 per child	At our school, the opportunity gap between our non-disadvantaged families and disadvantaged families is very wide. Our disadvantaged children have limited access to the enrichment opportunities. Each year we have built upon our offer to support the wider learning experiences for all our children and provide the equality that all children deserve.	5
IT licensees, replacement of equipment for home use	We provide IT equipment for children who do not have access to IT at home to complete homework, learning research and use it to broaden their specific talents and skills. Evidence from our school observations has shown that homework completion increased when our children had IT at home.	6

Funding of Launde care provision	A contingency fund available for our families who need wrap around care in specific times to support the family as required. We have previously found that family circumstances change and on occasion our families need before and after care provision to ensure attendance remains possible.	4
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Total budgeted cost: £ £66960

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy outcomes

Impact of our pupil premium activity in the 2021 to 2022 academic year.

Improved Teaching for all

Our internal review of our maths provision and the data for all children indicated that children were under achieving in this area in comparison with their writing data by the end of KS2 outcomes. Our assessment of the reasons for these lower outcomes were primarily lower reasoning skills and lack of resources being used to support the children's understanding particularly in lower key stage 2. We purchased a new supporting scheme with a heavy reasoning bias and delivered training as a whole staff and individual teachers, where needed, to ensure a full understanding of the new scheme and how these impacts on teaching strategies used by staff. Following training delivered throughout the year, staff reported that children were using their reasoning skills more frequently during lessons. New manipulatives were purchased and CPD put in place to ensure appropriate use. This benefitted all pupils as they could understand the concrete examples more quickly, even with the more able mathematicians. Observations demonstrated that maths reasoning was being increasingly embedded and children were more confident in answering a range of questions and problem-solving tasks in all year groups. Our KS1 and KS2 end of key stage outcomes confirmed this.

In Foundation, we needed a new curriculum to be developed to ensure small steps of progression were built in for each child. Research has shown that cognitive overload is common where termly targets are used as this does not reflect a child's development. Using development matters guidance and the research behind this, we developed the foundation curriculum to reflect this research. In this way all children, including our disadvantaged children, have been taught the next steps in the correct order and at a pace which reflects their learning needs. Through training, monitoring and feedback the curriculum was embedded over the academic year with support from senior leaders, taking time to work with foundation staff both within the classroom and at CPD events. Outcomes for our foundation pupils were good at 80% and have formed a firm foundation with which to continue to build next year.

Following concerns from a parent about their child and an internal review of further support we can offer our pupils following the pandemic, we felt it was important that staff are aware of the signs that trauma can present in our children and strategies to support the children. All staff both teachers and support staff were trained. We used Pupil Premium funding to purchase the training and then staff meeting time to disseminate this to all staff. Following our evaluations, we felt staff were better informed about indicators and strategies and showed a greater understanding of pupil's mental health.

Our phonics offer was reviewed by senior leaders and English Subject Leads. Overall lessons observed were good with children being engaged and making progress. We used Pupil Premium funding to give CPD to lesser experienced teachers and teaching assistants to increase

consistently of approach to the teaching. Following this input, our review showed that consistency has been developed between classes within year groups and also across FS – Y3. A new progression assessment tool has been developed to be used by staff to track children and support mats are now the same in all classes.

CPD research has been carried out by the EEF which evidences that having regular professional dialogue with colleagues enhances teaching skills. In particular we used the strategy of ensuring there was direct and precise feedback with only one target agreed, releasing senior leaders to implement this strategy for ½ day every week ensured teaching for all pupils was of a high standard. Individual staff monitoring showed an improvement in teaching through this approach, benefitting all pupils.

Targeted academic support

Children's learning has been disrupted over the previous two years and school closure, as can be seen nationally across schools, was most detrimental to our disadvantaged pupils. Alongside ensuring we had a broad curriculum for all pupils that was of a high standard, we planned a programme of support for our pupil premium pupils, alongside their peers, to work in small groups with their class teacher. EEF research supported this strategy. We felt that the teachers would know the children better as well as being able to link what has been taught in the small group session to the learning in the classroom. Action plans were completed by the class teachers to identify the children, plan suitable work to plug the gaps in learning and evaluate progress. Outcomes show that the children generally made good progress as a result. Evaluating pupil's views indicated that they enjoyed working with their teachers on small areas and could more easily transfer the skills learnt to their whole class lessons, with prompts from their teachers. Some pupil premium children did not make sufficient progress due to external factors and the gap with their peers is widening. These will be a focus for the upcoming year.

Through our knowledge of our pupils' home environment, we have identified that children who are on Pupil Premium have not had the same level of access to online learning while being at home. We know that pupils have not been completing as much work as home, some have completed none. We therefore set up a system so that the children had access to a laptop or ipad to use at home during their time with us at school. We also purchased security software and bags for each ipad/laptop. As a consequence, there has been an increased number of pupil premium pupil's completing homework, research at home to support their learning in school.

Wider strategies

Research from EEF shows that parents involvement helps the child at school and is important for the child's well-being and academic progress. Through our assessment of parent evenings, we could see that some parents did not attend. We used pupil premium funding to release staff to meet with parents during the daytime and have an extended dialogue with them out their child for 30minutes per pupil. Parents reported that these were very helpful meetings and enabled them to work together with the class teacher to support their child. These were reviewed and as a consequence next year we will be building further on this approach.

Attendance in school is very important, especially after periods of home learning. Families have been through very tricky times and are dealing with very difficult and challenging home situations. We used Pupil Premium funding to fund 1 day a week of our Parent Officers timetable to work on strategies to engage with parents. Through the use of these strategies, attendance for the pupils improved as the year progressed. Parents felt supported and reported that having someone to talk to helped them realise the importance of attendance.

Attendance for Pupil Premium / Whole School is as follows:

	Pupil Premium	All pupils
% of attendance	93%	95%
% of authorised attendance (illness/religious leave)	6%	4%
% of unauthorised attendance	0.5%	4%
% of persistent absentees	14%	10% (under 90%)

We know that pupils have had bereavements in the wider family. Spending time developing communication and relationships with their friends is really important to foster in small groups. We know that some of our pupils have anxiety about coming to school. Our Parent Officer was able to work with small groups of children in each year group to address issues relevant to the children. We used Pupil Premium funding to purchase external counselling for 3 of our pupils so they could receive counselling. We also purchased £200 worth of books for the Parent Officer to use to support her delivery. Our observations indicate that pupil well being and mental health improves as a consequence.

Evidence from review of impact from previous year as well as EEF research supported our view that 10% of PP used to fund extra-curricular activities for each pupil decided in partnership with parents (per pupil). This included uniform, after school clubs, residentials, music provision. The uptake from parents was high:

- 100% of parents accessed the set of new uniform option
- 100% of children who are disadvantaged benefitted from the residentials to Condoover (Y4) and Skern (Y6)
- 100% of disadvantaged pupils (42) accessed school day visits
- 13 children attended school clubs paid for by Pupil Premium