

Lifton Primary School Pupil Premium Strategy Statement 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	Lifton Primary School
Number of pupils in school	135
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Melanie Cripps, Headteacher
Pupil premium lead	Tanya Clark, Assistant Headteacher/SENDCo
Governor Lead	Vicky Glen, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,935
Recovery premium funding allocation this academic year	£3,915

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£43,850

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 and achieve high attainment across all subject areas. 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.

The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. 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.

Our strategy is also part of our wider school plans for education recovery, and includes targeted support through tailored intervention for pupils whose education has been worst affected, including non-disadvantaged pupils. Please also see our recovery catch up premium statement.

The approaches we have adopted complement each other to help pupils achieve well and to reach their full potential. These approaches are not based upon assumptions about the impact of disadvantage. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set as they access a broad, balanced and diverse curriculum
- ensure disadvantaged pupils are challenged in the work that they are set to develop a fluent, confident and enthusiastic approach to reading and books
- ensure disadvantaged pupils are challenged in the work that they are set to develop their mathematical knowledge and fluency in a wide variety of contexts
- act immediately to intervene as soon as a gap in learning is identified

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

The governors also recognise that not all pupils who are socially disadvantaged are registered or qualify for FSM. The governors reserve their right to allocate the pupil premium to support any pupils or groups of pupils the school has legitimately recognised as being socially disadvantaged.

The Head Teacher and the Senior Leaders will maintain an ongoing programme of support for socially disadvantaged pupils, which will be subject to the oversight of the full governing board. Termly progress meetings will enable the governors to monitor the impact of our strategies to 'narrow the gap' i.e. what is currently being achieved and what could potentially be achieved. This may include measures to raise self-esteem and aspiration, and provide opportunities for experiences that would otherwise have been unavailable to them.

Challenges

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

Challenge number	Detail of challenge
1	Language skills in Reception and KS1 are lower for pupils eligible for PPG than for other pupils.
2	Assessments, observations, and discussions with all pupils suggest disadvantaged pupils may have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils although this varies by degree from cohort to cohort. Numbers of PPG pupils working at greater depth in maths and writing by the end of KS1 and KS2 has been historically lower than other pupils although before the pandemic, this gap had begun to narrow.
4	Our assessments and observations indicate that the education and wellbeing and SEMH needs of many of our disadvantaged pupils have

	<p>been impacted by partial school closures to a greater extent than for other pupils. Some pupils deemed to be disadvantaged in Reading, Writing and Mathematics are not achieving age related expectations of attainment in <u>ALL</u> year groups.</p>
5	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for some pupils, notably due to a lack of enrichment opportunities during school closure.</p> <p>These challenges including a lack of engagement with home learning (including reading support at home) particularly affects some disadvantaged pupils, including their attainment.</p> <p>The fall- out from the lockdown including social and economic barriers has created barriers for additional families than previously. Parental expectations, engagement and commitment towards home learning has been a greater challenge to some disadvantaged families.</p>

Intended Outcome

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
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, Seesaw and book scrutiny and ongoing formative assessment.</p> <p>Read Write Inc will be implemented and delivered by trained staff and we can start to measure the impact for our disadvantaged pupils.</p>
Improved reading attainment among disadvantaged pupils.	<p>KS2 reading outcomes in 2024/25 show that attainment and progress of disadvantaged pupils is in line or above national benchmarks.</p> <p>Implementation of Read Write Inc has improved outcomes for all disadvantaged pupils in 2024/25.</p>

<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 maths outcomes in 2024/25 show that attainment and progress of disadvantaged pupils is in line or above national benchmarks.</p> <p>Engagement of all pupils in the mastery readiness programme will improve outcomes for all disadvantaged children.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment and wellbeing activities, particularly among disadvantaged pupils • improved resilience and behaviour for learning
<p>To maintain excellent rates of attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • ensuring the percentage of all pupils who are persistently absent is below 2% and the figure among disadvantaged pupils being no more than 1% lower than their peers.

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: £33,737

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments- PIRA, PUMA and GPS.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<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 use the grants to purchase resources and partly fund ongoing TA/HLTA support and teacher training and release time.</p>	<p>Teachers and learners building on each other's ideas, posing questions and constructing interpretations together. These when implemented have a high impact on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme Read Write Inc to secure stronger phonics teaching for all pupils.</p>	<p>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:</p>	<p>2</p>

	Phonics Toolkit Strand Education Endowment Foundation EEF and Read,Write,Inc	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and the Maths Mastery Readiness and to access Maths Hub resources and CPD.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	3
<p>Improve the quality of social and emotional learning (SEL) through our broad and balanced PSHCE and RSE curriculum.</p> <p>SEL approaches will be embedded into every day school life and educational-practice by continually embedding our school ethos and values and our PSHCE curriculum across the school. This is supported by professional development and training for staff ongoing and including staff INSET and training.</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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5

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

Budgeted cost: £3,915 (also supported by the school budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>NELI (Nuffield Early Language intervention) programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local Ilsham English hub. Implementation of Read Write Inc from January 2022.</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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Provide a blend of tuition, mentoring and 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, including those who are high attainers. We have employed two experienced teachers to deliver bespoke interventions to all year groups.</p>	<p>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</p>	<p>4</p>

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

Budgeted cost: £1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on learning behaviour management approaches with the aim of further developing our school ethos and maintaining excellent behaviour across the school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>5</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Staff to develop and implement new procedures and attendance/support admin officers will work in liaison with the EWO to maintain good levels of attendance established at the school and improve attendance of any persistent absentees.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. The impact was mitigated by our commitment to provide and maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy and our online learning platform Seesaw which enabled us to easily engage with parents and pupils.

Although overall attendance in 2020/21 was lower than in the preceding 2 years at 87%, it was higher than the national average. 0% of disadvantaged pupils have been 'persistently absent' compared to 2.3% of their peers during the period 2020-2021. Any persistent absenteeism will negatively impact the progress of disadvantaged pupils and therefore 0% 'persistently absent' disadvantaged pupils will negate this issue. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 2% higher than their peers and persistent absence 2% lower.

Our assessments and observations indicated that pupil learning behaviour, well-being, resilience 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

Budgeted cost: £4,698

Programme	Provider
ESPRESSO-high quality teaching resources for all year groups £900	Discovery Education
Mathletics £529	3P Learning
Times Tables Rock Stars £144	Maths Circle Ltd
Read Write Perform writing resource £10 per sequence	Mr Parkinson ICT
Creative writing Resource £78	Literacy Shed
Cross Curricular science books and assessment resources- £500	Various authors
Vocabulary Ninjas £59	Vocabulary Ninjas
Nessy £360	Nessy
White Rose Maths Premium £120	White Rose
Seesaw Fir Schools £598	Seesaw
Mr P ICT £150	Mr Parkinson ICT
A proportion of the cost of Accelerated reader will be covered by the PPG £1,200.	REM Learning