



Pupil Premium Strategy Statement

Next review – July 2023

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	Lyng Primary School
Number of pupils in school	511 (including nursery)
Proportion (%) of pupil premium eligible pupils	27% (138pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	July 2022
Date on which it will be reviewed	December 2022
Statement authorised by	A. Fowler (HT)
Pupil premium lead	M. Watson
Governor / Trustee lead	L. Howard/ C. Ashmore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£214 750
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£

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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to **support their needs**, regardless of whether they are disadvantaged or not.

High-quality 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. It is our intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also a key factor in wider school plans for education recovery, predominantly in its targeted support through the use of additional teaching and support staff for key groups of pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage and have the scope for fluidity so children are identified quickly and are not left behind. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point where a need 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

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped vocabulary and communication skills within the disadvantaged pupil group across school.
2	Ongoing assessments across KS1 and within the lowest 20% of attainers in KS2 indicates that disadvantaged pupils are attaining lower in phonics than that of their peers which has a negative impact on their development as readers.

3	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.
4	Internal SDQ questionnaires, staff conferencing and pupil interviews highlight an increase in volume of SEMH support referrals in school as a result of the pandemic. There are a number of children within our school who required support with social and emotional needs, this groups includes disadvantaged pupils. Nurture inventions are constantly evolving and increasing with demand.
5	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2 - 4% lower than for non-disadvantaged pupils.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	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, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/24 show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2023/24 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • data from pupil conferencing, pupil and parent surveys and teacher observations • a continued reducing trend in the reports of bottom line behaviours (CPOMS) • a significant increase in participation in after school provision, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> • the overall absence rate (authorised and unauthorised) for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. (current gap = 4% (PPG 89% v NPPG 93%) • the percentage of all pupils who are persistently absent being below 20% (currently 25.7%) 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: **£46,252**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments for reading.</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>	1, 2, 3
<p>Embedding word aware and ‘The Write Stuff’ English approach across school. 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 (English Lead).</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>The EEF also highlights the importance of teaching writing composition strategies through modelling and supported practice.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1, 2, 3
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. We have purchased ‘Little Wandle’ phonics programme to run across school including ‘keep up’ interventions in KS2.</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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Re-design lesson delivery and differentiation so that</p>	<p>There is extensive evidence associating collaborative learning and</p>	1, 2

<p>mixed-ability seating and fluidity between groups is of paramount importance in lessons. By doing the stigma of 'LA/MA/HA' learners is removed and all children have the opportunity to be successful and reach their potential.</p>	<p>mixed-ability seating with improved outcomes. Collaborative learning, when practised effectively, can improve outcomes by up to 5 months. https://educationendowmentfoundation.org.uk/public/files/Toolkit/complete/EEF-Teaching-Learning-Toolkit-October-2018.pdf</p>	
<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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: **£69,002**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Premium Lead to deliver targeted intervention in 'COVID Tracked Groups' in Y4 and Y6 for key EXS skills in reading, writing and maths.</p>	<p>Extensive research suggests that small group interventions targeted to meet the needs of the pupils can have a positive impact on academic outcomes (4months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1, 2
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support, this will be delivered using 'Little Wandle Keep Up interventions' lead by trained Phonics experts across school.</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>	2

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

Budgeted cost: **£99,496**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide nurture interventions for children across the school who have been highlighted through SEMH questionnaires (SDQ)</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>	<p>4</p>
<p>Provide incentives for good attendance across the academic year. 100% attendance rewards (movie afternoon, pantomimes, circus skills workshop) 100% attendance badges £5 a week winner for EYFS, KS1 and KS2 for a child who has had 100% attendance each week. As well as engaging with parents of persistent absentees through attendance officer and DSL.</p>	<p>EEF funded research into attendance has found positive potential in using a variety of interventions to combat low attendance when used effectively. https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1647348064</p>	<p>5</p>

Total budgeted cost: £214,750

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 2021 to 2022 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum. Despite being on track during the first year of the strategy (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. 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 resources such as those provided by Oak National Academy, White Rose and by teacher's providing Zoom lessons as close to 'classroom practise' as logistically possible.

By the end of 21/22 at KS2 our data is as follows:

	SPAG		Reading		Maths		Writing			Combined	
	EXS+	GDS	EXS+	GDS	EXS+	GDS	WTS	EXS+	GDS	EXS+	GDS
All	80%	39%	78%	32%	81%	25%	19%	71%	20%	46%	14%
PPG(20)	75%	15%	75%	35%	80%	15%	25%	65%	10%	55%	10%

Compared with 20/21:

	SPAG		Reading		Maths		Writing		Combined	
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
PPG (27)	63%	21%	65%	27%	62%	13%	58%	21%	44%	7%

From this, it is evident that significant progress has been made in raising the proportion of PPG children attaining EXS in all subjects and GDS in Reading.

By the end of 21/22 at KS1 our data is as follows:

	Writing				Reading				Maths			
	PKF	WTS	EXS+	GDS	PKF	WTS	EXS+	GDS	PKF	WTS	EXS+	GDS
All Pupils	10%	17%	72%	19%	9%	17%	74%	24%	7%	14%	79%	22%
PPG (16)	6%	38%	56%	25%	6%	38%	56%	31%	6%	25%	69%	25%

Compared with 20/21:

	Writing		Reading		Maths	
	EXS+	GDS	EXS+	GDS	EXS+	GDS
PPG (16)	50%	13%	50%	19%	56%	19%

From this, it is evident that significant progress has been made in raising the proportion of PPG children attaining EXS in all Maths and progress has also been made at the same level in Writing and Reading. Significant progress has also been made for PPG achieving GDS in all subjects by the end of Key Stage 1.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last academic 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.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We have also attended the national Pupil Premium Conference in order to research further into the most effective strategies to boost attainment in disadvantaged pupils. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.