

Pupil premium strategy statement – Lightmoor Village Primary School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|-----------------------------------|
| Number of pupils in school | 211 |
| Proportion (%) of pupil premium eligible pupils | 27% (58 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-23 2024-2025 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Lucy Cowan Headteacher |
| Pupil premium lead | John Newton Deputy Headteacher |
| Governor /Trustee Lead | Charlotte Hilton PPG Governor |

Funding overview

| Detail | Amount |
|--|--|
| Pupil premium funding allocation this academic year | £71,105 |
| Recovery premium funding allocation this academic year | £6,525 |
| NTP Allocation | £6,804 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £77, 630 (not including NTP allocation). |

Part A: Pupil premium strategy plan

Statement of intent

At Lightmoor Village Primary School we have high expectations of all pupils whatever their starting point. The focus of our pupil premium strategy is to improve outcomes and to narrow the attainment gap between disadvantaged and non-disadvantaged pupils in school and to continue to challenge those children in receipt of PP funding that are already high attainers. We understand that not all pupils in receipt of PP funding will be vulnerable learners and the process outlined in this statement is intended to support all needs.

We will take the tiered approach recommended by EEF to ensure that we meet individual needs and identify any barriers to learning.

1. High quality teaching: Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school. Alongside this, we invest in high quality CPD for staff.

2. Targeted academic support: Evidence consistently shows the positive impact that targeted academic support can have. We provide structured small group and 1:1 interventions in addition to classroom teaching.

3. Wider strategies: Wider strategies target the most significant non-academic challenges to success in school. Specifically including; attendance, behaviour and social and emotional support. We recognise that these barriers significantly impact on outcomes, holistically and seek to address barriers as a means to improve all outcomes and attainment.

We aim to provide effective pastoral support for pupils and parents through our school nurture room, 'Treehouse' which is led by fully trained and committed staff. We work closely with outside agencies and invest in specialist support to meet the needs of our pupils.

Our approach will be responsive to common challenges and individual needs. We intend to ensure that pupils in receipt for PP funding here at Lightmoor are given additional support to ensure that any barriers to learning are addressed.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | 41% of our PP children have SEND with an increasing number of pupils with poor working memory, phonological awareness and attention difficulties impacting on all areas of learning. Internal and external data, including Phonic Screening Check outcomes, demonstrate that PP pupils are at greater risk of underachievement. |
| 2 | Emotional wellbeing data in school demonstrates 50% of our PP pupils and their families require or have required additional support for their emotional well-being including social work and early help intervention. The legacy of Coronavirus lockdown impeding the ability to provide access to in-house nurture and to outside, professional services means there is a bottleneck of need that requires time and adaptation to address. |
| 3 | Increased numbers of pupils with complex needs, including speech and language and social communication. 42% of our KS1 PP children have speech and language development needs. Early identification in September '22 Reception cohort demonstrates that speech & Language development will be an ongoing priority. |
| 4 | Assessments, observations and discussions with pupils suggest that the attainment gap between PP and non-PP pupils in school widened during lockdown. This gap continues to exist, and our priority is to accelerate progress of identified learners. |
| 5 | Discussions with pupils, observations in classrooms demonstrate that our PP children lack enrichment activities and opportunities impacting on vocabulary, creativity, confidence and resilience which has been heightened during historic school closures and lockdowns. |

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 |
|--|---|
| Pupils make accelerated progress in reading, writing and maths. | Gap will close in progress and attainment made between PP and non PP. KS2 2024 2025 Data will show this. |
| Increase overlearning and reinforcement in reading, writing and maths in school. | Improvement in progress being made by PP pupils, which increases confidence promotes access and closes the attainment gap. KS2 2024 2025 Data will show this. |
| Pupils access a wide range of interventions to meet their SEND needs, including speech and language. | Specific barriers to learning are addressed, which promotes equitable access to a suitable curriculum and appropriate adaptations and scaffolds which seek to remove barriers to progress. As such attainment in R,W, M increase. |

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| Pupils have access to a menu of nurture support with appropriately trained staff in school. | Support is received for a wide range of needs. Children are provided with pastoral care, guidance and support to raise self-esteem and develop skills of resilience, independence and perseverance. Relational practices promote de-escalation and avoidance of high-level behaviour incidents. |
| Pupils access a wide range of enrichment experiences both in and out of school. | Pupil surveys reflect enjoyment in school and improved attitudes to learning. The Warwick-Edinburgh Wellbeing Scale provides a baseline and ongoing assessment of wellbeing and esteem. Access to free, afterschool clubs will be promoted amongst PP pupils and families which provide enrichment and development of a range of skills and attitudes. |

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: **£6,824**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|--|
| Investment in the Read, Write, Inc Support Package to upskill the newly appointed R,W, Inc. manager and provide in-school coaching to upskill all staff delivering the phonics programme. Purchase of Letter Join a handwriting scheme for whole school | <i>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Particularly for pupils from disadvantaged backgrounds.</i> EEF Reading Strategy Toolkit | 1, 3, 4. £1,400 £315 |
| Provide release time for the Reading Manager twice weekly in order to | <i>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer</i> | 1, 3, 4. |

| | | |
|--|---|--|
| ensure impact of high-quality intervention through monitoring, modelling and evaluation. | <i>words spoken and books read in the home. Targeted interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. EEF</i> | £1482 Staff 2 mornings |
| Additional pupil progress meetings each half term for PP/SEND vulnerable pupils Targeted monitoring and CPD to support the teaching of reading, writing and maths to support all pupils and focus on PP pupils. | Ensuring that high quality class teaching is supported by SLT, targeted interventions and opportunities for reflection. Continuous CPD to support areas of weakness for individual teachers to ensure that teaching is as good as it can be. | 1 |
| TA trained by speech and language therapist to target gaps in pupils' language identified by Telford and Wrekin S and L team. Role funded through school. | Speech and language are one of the main barriers to pupils progressing in reading, writing, maths and the wider curriculum. Speech and language data shows that if gaps in language are targeted then progress is accelerated. | 3, 2 £3,627 Staff for afternoons |

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

Budgeted cost: **£10,740**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|---|
| Investment in additional support staff and targeted resources, in order to develop impact of 1:1 intervention Third Adult in Year 5 and 6 each morning | <i>Targeted small group and one to one interventions have potential for the largest immediate impact on attainment. EEF</i> <i>Additional adults to meet the range of needed in specific year groups.</i> | 1,4 £2925 £4,875 staff 1 hour a day for 5 days Staff 2 hours extra for 5 days |

| | | |
|---|---|---|
| Purchase of Read Write Inc updated resources and online portal. Invest in training for all staff and TA's to deliver one to one tutoring in addition to daily phonics lessons. Extra TA to hear PP readers each week. | <i>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. EEF</i> | 1, 4, 6 Oxford Owl and resources this year £600 |
| Speech and language trained TA to deliver speech and language interventions to pupils identified as in need in small groups. As above. Deliver Talk Boost for EYFS pupils. | <i>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. EEF</i> | 1,3, 2 £2,340 2PM's Additional KS1 TA £14,000 |
| Engaging in National tutoring programme to provide school led tutoring for pupils in maths. | <i>Small group tuition has an average impact of 4 months additional progress over the course of a year. EEF</i> | 4 |

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

Budgeted cost: **£39,214.9**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Full time trained nurture worker plus funding to resource the nurture room. Dedicated person who builds a relationship with pupils and their parents. Providing support they require, link from home and school. Delivers: Talktime, Lego Therapy, Anger Gremlin, Anxiety Gremlin, Keep Cool, Social skills. | Nurture Groups target social, emotional and behavioural difficulties in school aged children. There is an evidence base underpinning Nurture Groups. <i>Delivering an attachment-based model in primary school settings improves social, emotional and behavioural outcomes. Children and youth services review 2020.</i> | 2, 3, 5 £29,182 |
| New HT to work with office staff to develop the role of attendance office and | In order to learn children need to be in school. | |

| | | |
|---|---|---|
| attendance lead. Start door visit for those PPG PA pupils. | | |
| Whole school behaviour management and conflict resolution training | <i>There is evidence across a range of different interventions with higher impacts for approaches that focus on self-management. EEF</i> | 2 |
| Invest in whole school new PSHE scheme Jigsaw. Continue to develop the PSHE curriculum to meet the individual needs of our pupils and our context Pop UK | <i>We have gathered a wealth of evidence demonstrating that the knowledge, skills and attributes taught within PSHE education have a positive impact in a number of areas, including emotional wellbeing, academic attainment, and preparation for the world of work. PSHE association.</i> | 2, 5 £2042.90 |
| DHT to develop outdoor learning within the full curriculum. | <i>Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy EEF</i> | 2, 5 Greg Bottrill Early Years educator £750 |
| Subsidised school trips and Residential trips All after school clubs free of charge for PP pupils. Fund for external mentor in school Contingency fund for issues as they arise. Smash life | Pupil surveys reflect greater enjoyment and engagement in school. Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data. EEF – sports participation increases educational engagement and attainment. | 2, 3 £4510 £7000 £2,730 |

Total budgeted cost: £77, 7789

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.

2021 2022 Impact

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Phonic screening 87% pass. 6/8 PPG pupils passed. One SEND pupil receiving 1:1 other PP didn't sit test now attended the Bridge school.

Year 2 SATS: Only 1 PP pupil out of 6 met ARE for R,W,M. Slow progress for some of these pupils.

Year 6 SATs. 6/8 Reading and Writing and 5/8 Maths ARE
Progress all good or better for our PP pupils.

Attendance 4 PPG PA pupils still a concern.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Still concerns for our PPG SEND pupils in all areas.

New HT and DHT have made changes to strategy for 2022 2023 and focused on these pupils.

Tutoring program made small impact to these pupils. Children tired at end of the day. First year in 2 with 3 terms to attend school. Change this for next year 2022 2023.

Following analysis of PP access to extended club opportunities, currently 60% take up this offer. PP pupils access a wide range of creative, physical, academic, cultural and social/emotional opportunities to enhance their experiences, provide opportunity for socialisation and promote success. PP Pupils and their families are also supported financially to access our full cultural capital offer, meaning they have benefitted from hands-on experiences they may not otherwise have received.

Externally provided programmes

| Programme | Provider |
|--|---------------------|
| 1:1 Mentoring for self-esteem and resilience | Smashlife Mentoring |
| | |