Pupil premium strategy statement - Lightmoor Village Primary School 2024 -2025

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	214
Proportion (%) of pupil premium eligible pupils	31% 67/214
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Lucy Cowan Headteacher
Pupil premium lead	John Newton Deputy Headteacher
Governor /Trustee Lead	Peter Jones PPG Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,940
Recovery premium funding allocation this academic year	£2,030
NTP Allocation	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	**£90,970**

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	49% of our Pupil Premium pupils 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 our PP pupils are at greater risk of underachievement.
2	28% of our 31% Pupil Premium pupils are in receipt of Free School Meals. Emotional wellbeing data in school demonstrates that 76% of our Pupil Premium pupils and their families require, or have required additional support for parenting, emotional regulation, dealing with loss or their emotional well-being. This has included work through our school Early Help offer and external support from social care including social workers and Early Help Assessments.
3	Internal data indicates that writing attainment among pupil premium pupils is 20% below that of the non-pupil premium pupils.
4	Internal data indicates that maths attainment among pupil premium pupils is 20% below that of the non-pupil premium pupils.
5	Internal data indicates that the percentage of pupil premium pupils achieving age related expectations in reading, writing and maths combined is lower than non-PP pupils. Particularly in years 4 and 6.
6	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many pupils in receipt of pupil premium.

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
Improve the speech and language outcomes of our Pupil Premium pupils	KS1 and KS2 pupils have access to Talk Boost interventions. Baseline assessment to be us dot show progress. Staff across both Key Stages trained in delivering. SLAT training packages to be used by appropriate staff and S & L lead in school. Parents/ carers continue to be supported in

	accessing the training materials in school via Team training.
Increase the number of Pupil Premium pupils with reading ages in line with the chronological ages.	Salford reading assessment materials purchased and staff trained to administer. Baseline assessments implemented to show progress throughout the year.
Pupil Premium pupils in year 1 to make accelerated phonics progress.	Increase in 71% of our Year 1 Pupil Premium pupils passing the Phonics Screening Check to 80%.
Continue to develop and enhance our school offer of emotional wellbeing and emotional literacy activities for all pupils and their families.	Treehouse to continue to support playtimes and lunchtimes for pupils needing extra nurturing support. Treehouse space full time during the day and planned sessions each afternoon. The lunchtime playground offer will be further developed with children having happy and safe lunchtimes. ELSA support for all children as and when needed Nurture Breakfast offered each morning before school and a session once school has started. Nurture lead/ELSA and all DSL's to monitor the emotional wellbeing of all pupils and their families. Team Safe to improve the well being offer for all pupils Parents feel that they can confidently ask for support. Team of staff equipped to complete EHA and EHSP meetings within school. Involved parental involvement,
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.
Improve attainment and progress data to be at least in line with non-Pupil Premium pupils within writing and maths and the year 6 combined SATs data.	Increased opportunities in the classroom for reflected on prior learning. Pre and post teaching happening daily for identified pupils. Tas well trained and used effectively to support learning. Regular moderation for writing.

	Improved reading ages due to extra reading for PP pupils.
	Targeted support for pupils that need additional support.

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: **£11.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing 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. Ongoing 2023 2024 investment in new whole school writing scheme and Salford reading assessment Including whole school training and	*'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'. EEF* *'All Ready Steady Write resources include reading for pleasure: there is clear evidence that children learn to write from what they read (Barrs and Cork, 2002). Our Vehicle Texts (children's language-rich picture books) are carefully chosen to be read aloud, enjoyed and discussed. They are challenging and beautifully written, and also provide important opportunities to teach new vocabulary explicitly (Beck et al, 2002). The illustrations lend themselves to Booktalk (Chambers, 1999) and drama (Heathcote and Bolton, 1994 Taylor, 2016) and also provide rich and engaging opportunities to write for a genuine purpose to a range of audiences which can be highly motivating (EEF, 2020).* *If children are to write at greater depth, they need to know what excellence at that exact standard looks like (Clarke, 2020).'* https://www.literacycounts.co.uk/blog/research-influencers-ready-steady-write?srsltid=AfmBOoouIcU1_0CHs4sZ-V2Q5UDwQF2suLTxN7-DOYaDSM4nhErJOy_f	1, 3, 5, 6

Activity	Evidence that supports this approach	Challenge number(s) addressed
implementati on. 2024 purchase of new spelling programme in line with English scheme successfully adopted last academic year.		
Continue to develop high quality teaching through CPD on scaffolding and metacognitio n strategies. Teaching that has a focus on our PP pupils.	*'Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.* *Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.' EEF* https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation?utm_source=/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation&utm_medium=search&utm_campaign=site_search&search_term=metacog	1,3,4,5,6
Teachers identifying gaps in curriculum knowledge through effective assessments .	'Using assessments to develop self-awareness. The main focus should not be reporting up, it should be feeding information back into the learning process. however we assess, it has to translate into something meaningful in the language of the subject at hand if the students are going to be able to act on that and improve.' Tom Sherrington July 12 2021	1,3,4,5,6

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

Budgeted cost: **£45,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP children identified for additional interventions in RWM. Targeted support also in years 2 and 6 to try and close the gap	*'Targeted small group and one to one interventions have potential for the largest immediate impact on attainment'. EEF*	1,3,4,5,6

	between 'just below and on track' Investment in additional support staff and targeted resources, in order to develop impact of small group and 1:1 interventions Additional adult each morning for Year 6 target group.	Additional adults to meet the range of needed in specific year groups. RWinc 1:1, pathway, pre and post and precision teaching, Speech and Language interventions (including talk boost) Impact of guided groups research: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
	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.	*'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 Oral language interventions and activities including talk boost https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches	1,2,3,4,5,6

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

Budgeted cost: **£35,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full time trained DLA, Nurture and ELSA member of staff 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. Additional BSAT sessions and Drawing and Talking Therapy Additional staff to meet the needs of some of our most	*'Nurture Groups target social, emotional and behavioural difficulties in school aged children.* *There is an evidence base underpinning Nurture Groups.* *Delivering an attachment-based model in primary school settings improves social, emotional and behavioural outcomes. Children and youth services review 2020.'* EEF	1,2,6

vulnerable leaners Autumn 2024		
Headteacher and Attendance lead to continue to regularly track the attendance and support the needs of vulnerable families. Maintain high attendance figures of all pupils. Doorstep visits by school staff to continue.	'With clear links between poor attendance and poor at-tainment and behaviour, tackling persistent absence is an important part of improving outcomes for all pupils. But the factors that contribute to poor attendance are complex. Pupils may not attend school because they are disengaged, or because of anxiety, bullying, or other challenges. Recent data suggests there is also a relationship between absence and distance from school.' EEF https://educationendowmentfoundation.org.uk/edu-cation-evidence/leadership-and-planning/supporting-attendance/attendance-context?utm_source=/educa-tion-evidence/leadership-and-planning/supporting-at-tendance/attendance-context&utm_me-dium=search&utm_cam-paign=site_search&search_term=attend	1,2,6
Whole school behaviour management and conflict resolution training	*There is evidence across a range of different interventions with higher impacts for approaches that focus on self-management.* EEF	2
Continued Investment in whole school PSHE curriculum. Continue to develop the PSHE curriculum to meet the individual needs of our pupils and our context	*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.	2
DHT to continue develop outdoor learning within the full curriculum and development of playground strategies.	*'Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy'* EEF	1,2,3,4,5,6
Subsidised and funded school trips, uniform and Residential trips Funded breakfast club spaces and nurture breakfast spaces before and at the start of school.. 1 after school enrichment club free of charge for PP pupils.	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

Smash Life – external mentoring scheme bought into school weekly.		

Total budgeted cost: £91,000

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 **2023 to 2024** academic year.

Challenge: Internal data indicates that reading, writing and maths attainment among pupil premium pupils below that of the non-pupil premium pupils.

KS2 Data: In 2024 SATs our Year 6 pupils demonstrated that the gap had closed between attainment in reading, writing and maths.   The pupils in receipt of Pupil Premium pupils were just 1% below the data for of non-pupil premium pupils in maths and reading and inline for writing.

GLD data demonstrated that just 38% of our pupils in receipt of Pupil Premium funding reached a 'Good Level of Development' at the end of the Reception year. These pupils are a focus for 2024 2025 as they move into year 1.

Year 1 Phonics Result: 71% 5/7 of our Pupil Premium pupils achieved the standard at the phonics screening check. This was 20% below the pupils that are not in receipt of Pupil Premium funding. These 2 pupils are receiving daily 1:1 intervention to support in year 2.

Summer 2024 internal data indicated that the percentage of pupil premium pupils achieving age related expectations in reading, writing and maths combined is lower than non-PP pupils. Particularly in years 4 and 6.

Challenge: Emotional wellbeing data in school demonstrates that a high proportion of our Pupil Premium pupils and their families require, or have required additional support for behaviour, parenting, emotional regulation, dealing with loss or their emotional well-being. This has included work through our school Early Help offer and external support from social care including social workers and Early Help Assessments.

Across the school, the impact of staff CPD around attachment-aware practice has had a significant impact on disadvantaged pupils who also have SEMH barriers to access and learning. The school achieved Accreditation from The Attachment Research Community (ARC) and was one of a small number of schools locally to lead in a pilot project to share good practice. As an ARC-accredited school, policy and practice has been refined to ensure pupils develop the skills they need in order to access the educational offer: self and co-regulation skills, resilience, coping with disappointment and so on.

There has been significant reductions amongst disadvantaged pupils who previously struggled to access classrooms and learning consistently. As such, their progress and achievement has accelerated both academically and emotionally.

Internal progress, behaviour and attendance data also demonstrates the impact **of our actions through this funding.**

Externally provided programmes

Programme	Provider
1:1 Mentoring for self-esteem and resilience	Smashlife Mentoring
Drawing and talking therapy Behaviour support observations	BSAT team
Play Therapist	Shropshire Post Adoption Team