



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	Lambley Primary School
Number of pupils in school	171
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/24
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Lee Christopher Headteacher
Pupil premium lead	Rebecca Shardlow DHT/SENCO
Governor / Trustee lead	Claire Davis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,485
Recovery premium funding allocation this academic year	£1827
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	£22,312

Part A: Pupil premium strategy plan

Statement of intent

At Lambley Primary School our intention is that all pupils, irrespective of their background or the challenge 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 those who are 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. Implicit in the intended outcomes detailed below, is the intention that non disadvantaged pupils' attainment will be sustained and improved alongside progress of their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, where pupils' education has been worst affected, including non-disadvantaged pupils.

Our response will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the disadvantage. The approaches we have adopted complement each other and help pupils to excel.

To ensure we are effective we will:

- Ensure that children who are disadvantaged are challenged in the work they are set.
- Intervene at early opportunities when the point has been 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 have identified vocabulary gaps among many pupils both disadvantaged and non-disadvantaged pupils. This is evident in pupils from F2 through to KS2

2	Assessments, observations and discussions with pupils have identified Phonics gaps among many pupils both disadvantaged and non-disadvantaged pupils
3	Assessments and analysis have identified that the issues of Covid and its impact on direct teaching. Covid also had an effect on engagement for some children. Both these challenges have themselves impacted on writing (inc. stamina for writing)
4	Assessments and monitoring of our pupils and families have identified that many of our pupils both disadvantaged and non-disadvantaged have identified social and emotional challenges, notably due to a lack of enrichment opportunities during school closures. Teacher requesting social and emotional support for pupils – many of who are disadvantaged are receiving ELSA support. These teacher referrals for support have increased this year.
5	Assessments, observations and discussions with pupil have identified number gaps; effecting number recognition, speed of recall and number confidence.

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 vocabulary and oral skills among disadvantaged pupils	<ul style="list-style-type: none"> • Assessments and observations • Whole class reading and discussions • Introduction to new vocabulary • QFT • Modelling and definitions • Rainbow grammar • Ongoing formative assessments
Improved phonics gaps between advantaged and dis-advantaged pupils	<ul style="list-style-type: none"> • Development of Phonics across school • Nelly Phonics intervention/targeted support • Higher % of year 2's passing the Phonics screening test • Improvement of SAT' spelling scores due to the application and internalisation of phonics • Small group targeted support when identified • 1:1 phonics or equivalent for those where phonics does not work for them.
To achieve and sustain improved well-being for all pupils in our school particularly those who have been identified as disadvantaged	<ul style="list-style-type: none"> • Pupil voice questionnaires • ELSA targeted support • Weekly RSE lessons

	<ul style="list-style-type: none"> • QFT to support emotional well-being according to the needs of the class • A higher participation and opportunity for a wider variety of enrichment activities.
Children to develop greater stamina in writing, and use a greater range of vocabulary and literary devices.	<ul style="list-style-type: none"> • More opportunity for writing at length • Assessments and observations • Introduction to new vocabulary • QFT • Modelling and definitions • Rainbow grammar • Ongoing formative assessments
Improved control of number and ability to apply in a range of contexts.	<ul style="list-style-type: none"> • CPD • Modelling and resources • More opportunity for fluency • Retrieval

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: CPD for PP lead: £500

CPD for all staff on Retrieval and instructional practice: £300

ELSA supervision: £500

Reading Resources: £200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Meta Cognition approaches – learning to learn Retrieval practice	Children developing a growth mind-set to believe in themselves and to build resilience when faced with difficult or challenged tasks. To support children to become independent and self-regulated learners and to ensure that they understand how to learn. Endorsed by EEF	1

	<p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p>	
Purchase of assessments for reading	<p>Standardised tests can provide a reliable insight into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through intervention</p> <p>Assessment – to help identify pupils’ learning gaps following Covid-19 school closures</p>	1,2
<p>Mastery Approach to learning – Enhancement of the maths teaching and curriculum in line with the DfE and EEF guidelines</p> <p>Teacher release time for CPD and NCETEM mastery training – access to HUB resources</p> <p>Maths lead to take part in the Developing of mastery maths across school programme</p>	<p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p> <p>DfE non statutory guidance has been produced along with the National Centre for excellence in the teaching of mathematics, drawing on evidence based approaches</p> <p>Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</p>	5
Improve vocabulary and oral skills among disadvantaged pupils	<p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Oral language interventions such as High quality teacher/classroom discussions are inexpensive to implement with high impacts</p>	1, 3
<p>Purchase of NELLI phonics which is an intervention/targeted support</p> <p>Time for training of Nelli</p> <p>To secure a stronger phonics teaching for all pupils and bridging gaps that may be apparent</p>	<p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Phonics approaches have strong evidence base that indicates a positive impact on the accuracy of word reading</p> <p>Interventions such as High quality teacher/classroom discussions are inexpensive to implement with high impacts</p>	2

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

Budgeted cost: £10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional adult support to provide interventions and targeted support.	<p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.</p>	3,1
Switch On Reading/Writing	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.</p> <p>Providing training to the staff that deliver small group support is likely to increase impact.</p>	3,1
Provision of trained ELSA	<p>ELSA Support (elsa-support.co.uk)</p> <p>ELSAs identified two common areas with which pupils required support: self-awareness and self-regulation. Focussing on these skills, children developed the language to explain how they felt; knowing it was okay to feel these intense emotions; and, learned ways to cope and deal with them</p>	4
Children's mentor to support SEMH in the classroom	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	4

	Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 6100

ELSA 1:1 £4100

Enrichment: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of trained ELSA	ELSA support has historically supported the children very well. This is noted by school and by the children's families.	4
Children's mentor to support SEMH in the classroom	Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.	4
Restorative approach to dealing with issues between children	<p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Consistency and coherence at a whole-school level are paramount.</p> <p>Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches.</p> <p>However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at whole-school level.</p>	4
EDIQM accreditation	<p>EDI was initiated in 2020 in response to the:</p> <p>Detrimental effect of poor knowledge on current affairs topics such as Gender Inequality,</p>	4

	<p>BLM movement, LGBTQ+ Rights, Brexit and Protests which resulted in a missed opportunity to engage pupils on topics they were discussing;</p> <p>Poor planning on championing EDI and out of touch policies that didn't have a positive impact on practice in the school</p> <p>A survey of a thousand schools showed 95% of teachers were scared to make mistakes or say the wrong thing when it came to discuss current affairs topics such as BLM movement or the war between Israel and Palestine.</p> <p>Ofsted focus on Academic progress reduced the need for schools to be holistic in approach to current affairs.</p>	
Contribution towards the cost of school uniform.	<p>School uniform EEF (educationendowmentfoundation.org.uk)</p> <p>Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline</p>	4
Enrichment: Trips, clubs, extra-curricular opportunities and tuition.	<p>At Lambley we think enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p>	4

Total budgeted cost: £ 18,100 + further CPD/Training costs

+ further interventions/enrichment

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

1 child was eligible for Pupil Premium in year 1 and is also at level 3 on the SEN provision with an impairment who is being supported by external agencies and professionals. The required score for the phonics screening test was not achieved at this stage, but access to phonics is starting to taking place and therefore progress in reading and writing is good.

1 pupil was eligible for Pupil premium in year 2. Good progress was made in reading and the expected standard was reached. Stamina for writing was an issue and therefore the quantity of writing to assess was affected. Progress was steady in maths but home schooling affected fluency and confidence.

2 pupils were eligible for Pupil Premium in year 6. Both pupils made good progress in reading, writing and maths. 1 pupil almost achieving GDS in maths. Both pupils made accelerated progress from their starting point in year 2

All PP children were supported with their online learning during lockdown. Laptops were provided to PP children that needed them. Support was maintained with all PP children when working remotely. All PP children accessed working from school across the lockdowns

ELSA support continued during lockdown (where needed)

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Canoville Mentoring Coaching	Canoville Coaching Football Centre Ltd
White Rose Maths	White Rose

TT Rockstars	TT Rockstars
Mathletics	3P Learning
Purple Mash	Purple Mash
Write like a ninja	Vocabulary Ninja

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Children eligible for service Pupil premium were allocated resources as and when required. At Lambley we appreciate that service men and woman are able to be deployed at any given time during the year. We therefore ensure that resources are available when they are needed. Support from our ELSA is available to talk about feelings
What was the impact of that spending on service pupil premium eligible pupils?	Children are able to feel safe and listened to. Children are aware that they have someone to talk to about their concerns or worries. Specific resources are purchased to meet individual circumstances and need.

Further information (optional)

It has been recognised that, and Lambley adopt the approach that our disadvantaged Pupils will benefit from:

- Quality first teaching
- Challenging activities
- Problem-solving and reasoning activities
- Use of talk structures so no children can opt out
- Pace – lessons have a momentum
- Good pitch to the lesson – with ‘challenge’ built in
- Children know what they need to do to move forward- dialogue with their teacher and highly effective feedback.
- Well organised classrooms where children can take responsibility
- Children demonstrating the skills of independent learning – able to use and take care of a range of resources, able to organise themselves, able to manage time effectively within lessons
- Good behaviour and clear behaviour management systems that are clearly understood and used by children
- Not underestimating potential despite starting-points
- Building Learning Power (Growth Mind Set and self – regulated learners)
- Mixed ability learning
- Use the word ‘learning’ not ‘work’

RESEARCH SAYS: GOOD TEACHING IS MORE OF A FACTOR IN SUCCESS THAN SOCIO-ECONOMIC FACTORS