



## Pupil premium strategy statement

This statement details our school's use of pupil premium funding is used 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  | 189                            |
| Proportion (%) of pupil premium eligible pupils   | 5%                             |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022/2023 to 2023/24           |
| Date this statement was published   | December 2023                  |
| Date on which it will be reviewed   | December 2024                  |
| Statement authorised by   | Lee Christopher<br>Headteacher |
| Pupil premium lead  | Rebecca Shardlow<br>DHT/SENCO  |
| Governor / Trustee lead   | Claire Davis                   |

### Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £18,195 |
| Recovery premium funding allocation this academic year  | £1660   |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £19,855 |

## 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 spelling pattern and recognition gaps among many pupils both disadvantaged and non-disadvantaged pupils                             |

|   |   |
|---|---|
| 3 | Monitoring has identified that some children in school would benefit from more time to focus on their concentration, confidence and resilience. Through focused support on this area we feel the children's confidence, concentration and resilience will improve and this support their work across all areas of the curriculum.   |
| 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, teacher requesting social and emotional support for pupils – many of who are disadvantaged are receiving emotional 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"> <li>• Assessments and observations</li> <li>• Whole class reading and discussions</li> <li>• Introduction to new vocabulary</li> <li>• QFT</li> <li>• Modelling and definitions</li> <li>• Rainbow grammar</li> <li>• Ongoing formative assessments</li> </ul>   |
| Reduced spelling gaps between advantaged and dis-advantaged pupils   | <ul style="list-style-type: none"> <li>• Development of spelling programme that works in alignment with our phonics</li> <li>• Whole word reading (WWR) intervention/targeted support</li> <li>• Higher % of year 2's passing the Phonics screening test</li> <li>• Improvement of SAT' spelling scores due to the application and internalisation of phonics and reading programme</li> <li>• Small group targeted support when identified</li> <li>• 1:1 WWR or equivalent for those where phonics does not work for them.</li> </ul> |
| 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"> <li>• Pupil voice questionnaires</li> <li>• ELSA targeted support</li> <li>• Weekly RSE lessons</li> </ul>   |
|  | <ul style="list-style-type: none"> <li><input type="checkbox"/> QFT to support emotional well-being according to the needs of the class</li> <li><input type="checkbox"/> A higher participation and opportunity for a wider variety of enrichment activities.</li> </ul>   |

|  |  |
|--|--|
| Children to develop greater confidence, concentration and resilience (CCR) | <input type="checkbox"/> Carefully planned opportunities to increase CCR<br><input type="checkbox"/> Initiate programme of support for CCR<br><input type="checkbox"/> Build CCR into wider curriculum<br><input type="checkbox"/> Celebrate work on CCR |
| Improved control of number and ability to apply in a range of contexts.    | <input type="checkbox"/> CPD<br><input type="checkbox"/> Modelling and resources<br><input type="checkbox"/> More opportunity for fluency<br><input type="checkbox"/> 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<br><br>Retrieval practice | Children developing a growth mind-set to believe in themselves and to build resilience when faced with difficult or challenged tasks.<br><br>To support children to become independent and self-regulated learners and to ensure that they understand how to learn.<br><br><b>Endorsed by EEF</b> | 1                             |
|   | <a href="https://www.educationendowmentfoundation.org.uk">Metacognition and Self-regulated Learning   EEF (educationendowmentfoundation.org.uk)</a>   |                               |

|  |   |     |
|--|---|-----|
| Purchase of tools to support spelling  | Spelling programme and assessments 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  | 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 (<i>Second year of the programme</i>)</p> | <p><a href="#">Improving Mathematics in the Early Years and Key Stage 1   EEF</a> (<a href="#">educationendowmentfoundation.org.uk</a>)</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a> (<a href="#">educationendowmentfoundation.org.uk</a>)</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><a href="#">Mathematics guidance: key stages 1 and 2 (covers years 1 to 6)</a> (<a href="#">publishing.service.gov.uk</a>)</p> | 5   |
| Improve vocabulary and oral skills among disadvantaged pupils  | <p><a href="#">Oral language interventions   EEF</a> (<a href="#">educationendowmentfoundation.org.uk</a>)</p> <p>Oral language interventions such as High quality teacher/classroom discussions are inexpensive to implement with high impacts</p>   | 1,  |
| <p>Purchase of Whole Word Reading approach to reading and spelling which is an intervention/targeted support</p> <p>Time for training of Whole Word reading approach</p>   | <p><a href="#">Phonics   EEF</a> (<a href="#">educationendowmentfoundation.org.uk</a>)</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. | <a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a><br><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                           |
| Provision of trained ELSA (inc retraining of ELSA)                      | <a href="#">ELSA Support (elsa-support.co.uk)</a> 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   | 3, 4                          |
| Children's mentor to support SEMH in the classroom                      | <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  | 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.   |                               |

## 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 (inc. retraining of 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><a href="https://www.educationendowmentfoundation.org.uk">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a></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                             |
| Complete Resilience Programme of work                        | This enrichment activity will support the children's social, emotional and academic well-being and progression. It will broaden their opportunities and help prepare them for the next step in their academic journey.  | 3                             |
| Contribution towards the cost of school uniform.             | <p><a href="https://www.educationendowmentfoundation.org.uk">School uniform   EEF (educationendowmentfoundation.org.uk)</a></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. | 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. | 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 2022 to 2023 academic year.

Children who are in receipt of Pupil Premium make good levels of progress in all areas – including Social and Emotional progress as well as academic progress.

In our Early years setting 2 children were eligible for Pupil Premium. 1 met the Early Learning Goals (ELG) the other made accelerated progress from their starting point.

In KS1 4 children were eligible for Pupil Premium. 2 of these are also placed at level 3 on the Special Educational Needs (SEN) provision. Phonics screening check was passed by 2/4 pupils (other two missed the check due to ill health but would have passed). 2 of the children are on track for Greater Depth Standard (GDS) across all core areas one pupil is working at the Expected standard. The other child is Working Towards the Standard (WTS) but has made accelerated progress from their starting point.

In KS2, 2 children were eligible for Pupil Premium. Both children made accelerated progress and as a result of their progress are now working closer to the expected standard.

Each child's social and emotional progress has also improved significantly; with each playing an active role in the wider life of the school.

Throughout each academic year all pupils are supported both academically and emotionally. Their needs are taken into account, their historical information and their journey through life is supported.



## 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