

Pupil premium strategy statement – Lakenheath CP 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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	263
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers	2024-2026
Date this statement was published	January 2024
Date on which it will be reviewed	December 2024
Pupil premium lead	Michael Tingey
Governor / Trustee lead	Sandra Parker



Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73180
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£6525
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£79705

Part A: Pupil premium strategy plan

Statement of intent

At Lakenheath CP School, we understand that challenging socio-economic circumstances can create additional barriers to successful learning. However, we are clear that these challenges can be overcome through high quality teaching, targeted support and additional resources and experiences. As a school, we are determined to ensure our disadvantaged pupils, irrespective of their background, thrive in all areas of our curriculum and leave primary school with the foundations and experiences to access the next level of their education. Ultimately, our aim is to ensure that we target the use of our Pupil Premium grant to ensure all of our disadvantaged pupils receive equal access to the highest quality education.

Alongside the research conducted by the EEF, we have recognised that disadvantaged children can face a wide range of barriers which may impact on their learning. As a school, our objectives are to remove these obstacles, narrow the attainment gap, address the weak language and communication skills and allow and enable our pupils to develop their knowledge and understanding of the world.

The evidence base strongly suggests that the most effective way to improve outcomes for disadvantaged children is through excellent classroom teaching. Excellent classroom teaching can be achieved by all teachers, through a combination of high-quality professional development; sharing of outstanding practice and open and honest conversations about learning. Through careful monitoring of our disadvantaged pupils, we strive to quickly identify gaps and target our support to ensure these children do not fall behind their peers.

All children need opportunities to enrich their lives through experience and we believe as a school, we must make sure that where children are unable to access these at home, the opportunities are provided for them by school. In this way, all vulnerable children have raised aspirations and are helped to achieve the best possible outcomes according to their starting points.

Strategy | A tiered approach

At Lakenheath Community Primary School we have adopted a tiered approach to Pupil Premium spending which allows the school to focus on a series of targeted strategies which will have the greatest impact. These are:

1. High Quality Teaching

Teaching | Spending on improving teaching and providing professional development opportunities is at the forefront of our approach. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is a key ingredient to the success of our provision, and is therefore the top priority for our Pupil Premium spending. Through tight monitoring of our disadvantaged pupils, and excellent subject knowledge in how to plug gaps, all of our staff take responsibility for the progress of these children.

2. Targeted academic support

Targeted academic support for disadvantaged pupils | Evidence consistently demonstrates the positive impact that targeted academic support can have. We use a variety of support mechanisms be they one-to-one or small group interventions as a key component to sit alongside effective classroom teaching and learning. We use evidence based interventions and booster groups to support our disadvantaged pupils, whilst ensuring they have access to a full, broad and balanced curriculum.

3. Wider strategies

Wider strategies | The final element of our approach is to provide support in tackling the most significant, non-academic, barriers to success at school, including attendance, behaviour and social and emotional support. We support our disadvantaged children through subsidising breakfast clubs, after school provision, and through targeted experiences including trips and visits. We engage closely with families and offer music lessons and access to emotional literacy sessions.

Challenges

Research and evidence about tackling educational disadvantage indicates that we must first identify barriers to learning. At Lakenheath CP School, we have conducted analysis of barriers to learning in our setting and have identified the following:

Challenge number	Detail of challenge
1	Limited speech and language skills: We have identified how disadvantaged children are joining Early Years with significant under-development with oral language skills and vocabulary gaps. This is particularly evident in Reception and KS1 but still prevalent among some our disadvantaged pupils in KS2.
2	Reading skills and reading habits – Through our close monitoring and rigorous assessment strategy, we have identified many of our disadvantaged children start school with a very limited vocabulary and knowledge of their letters and sounds. This immediately puts them at a disadvantage with phonics. Throughout school, many of our disadvantaged children have limited access to reading material at home and quickly develop a lack of reading fluency and limited comprehension skills compared to their peers. Whilst this gap narrows in KS2, it is prevalent throughout school.
3	Writing (including SPaG and handwriting) Whilst our disadvantaged children have made positive progress across KS2, writing continues to be an area of develop for these children, especially in KS1. Through moderation within and across schools, there is a gap in presentation, spelling and grammar between children with pupil premium and their peers.
4	Maths – understanding number – From our in-house assessments, we have identified a particular gap with our disadvantaged children’s understanding of number and fluency with mental maths recall. Generally, these children have scored lower on arithmetic papers than their peers. This seems to have been exacerbated in KS2 since the COVID-19 pandemic.
5	Emotional well-being and social, emotional and mental health difficulties that impact on attendance and behaviour for learning. Through observations and monitoring of behavioural logs and attendance (particularly persistent absentees), it is evident that SEMH needs across school are higher amongst our disadvantaged pupils and this appears to have been exacerbated by the pandemic.
6	Limited ‘Cultural Capital’ and enrichment – From our thorough understanding of our families, it is clear that financial constraints can be an obstacle to PP children accessing the same cultural capital as their non-

disadvantaged peers. This is compounded by being from a rural community with limited access to public transport. The lack of experiences these children have is a limiting factor in how they access the curriculum. They struggle with contextual understanding and language.

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
<p>Disadvantaged pupils develop and use language effectively and widely to express themselves.</p>	<p>Pupils develop and can use language to express themselves clearly using appropriate vocabulary and grammatically correct sentence structures in both speech and written forms. This can be seen in the monitoring process undertaken by school.</p> <p>There will be a reduction in the % of children needing to access SALT support and will be evident through engagement in lessons and through formative assessment.</p>
<p>Pupils develop and use phonic knowledge effectively to read fluently and accurately and improve comprehension skills.</p> <ul style="list-style-type: none"> • Pupils read widely and for enjoyment. • Pupils can answer a range of question types (e.g., retrieve; infer, deduce, predict) in a range of text types and genre (e.g. short stories; procedural; recount; information; diary). 	<p>Pupils progress quickly in phonics.</p> <ul style="list-style-type: none"> • Reduce the % of pupil premium children requiring 'Keep Up' and 'Catch-up' Little Wandle phonics sessions. • Increase % of disadvantaged pupils passing the phonics screening check (33%) to close the gap with national (66%). • Pupils progress quickly through Accelerated Reader level making accelerated progress. • Pupils close the gap in NFER assessments. • % pupils reaching the expected standard or above in Y6 Reading SATs is in line with non-disadvantaged.

<p>To address identified gaps in learning to improve and develop pupils' writing skills.</p> <ul style="list-style-type: none"> • Pupils have excellent composition skills – they can articulate ideas well and can structure them effectively in various types and genre of writing. • Pupils are confident and accurate in their use of vocabulary, grammar, and punctuation. • Pupils can proofread and edit their work effectively • Pupils can manipulate simple tools and demonstrate improved pencil control. • Pupils demonstrate the correct formation, orientation, and size of letters. • Pupils demonstrate legible, joined handwriting • Pupils are confident and accurate in their use of vocabulary, grammar, and punctuation 	<p>Pupils develop and can use language to express themselves clearly using appropriate vocabulary and grammatically correct sentence structures in written forms. This can be seen in the monitoring process undertaken by school. They understand the writing process and can write legibly.</p> <p>Increased % of children reaching the expected level in writing by the end of KS1 (from 50%) to close the gap with national (60%)</p> <p>Increase the % of disadvantaged children reaching the expected level in KS2 to be in line with reading and maintain attainment and progress above the national % for disadvantaged children.</p>
<p>To address identified gaps in learning to improve and develop pupils' maths skills.</p> <ul style="list-style-type: none"> • Pupils understanding of and confidence in maths is increased through a mastery approach. • Pupils have good arithmetic skills • Pupils can reason and problem solve 	<p>Pupils will increase in confidence in maths and show this in their arithmetic skills and confidence to tackle and solve more complex mathematical problems in a range of ways, as shown in summative and formative assessments.</p> <p>This can be seen in the monitoring process undertaken by school.</p> <p>Pupils achieve age related expectations for their year group and meet or exceed the end of KS2 Maths expectations.</p> <p>Increased % of children reaching the expected level in maths by the end of KS1 (from 47%) to close the gap with national (70%).</p> <p>Positive progress scores for disadvantaged pupils by the end of KS2.</p>

<ul style="list-style-type: none"> • Identified pupils can access learning in class because their physiological, safety, belongingness and esteem needs are met. • Pupils are more willing to learn. • Pupils listen attentively in class and follow instructions well. • Pupils adhere to the school's behaviour expectations. • Pupils have developed social skills. • Pupils are self-confident, able to face challenges and can work independently. 	<p>Pupils have a greater attendance, are ready to learn in class without the need for formal intervention. Number of interventions to ensure pupils are ready to learn is reduced.</p> <ul style="list-style-type: none"> • Fewer behaviour-related incidents are reported. • Pupils have increased self-esteem, improved listening skills and expressive language abilities. • Pupils are willing to undertake challenges with minimal or no adult support.
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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.

Activity (what we are doing)	Evidence that supports this approach	Challenge number(s) addressed
<i>SALT interventions: ELKAN L4 SALT trained TA running interventions</i>	Recommended by Speech Therapists	1
<i>Little Wandle Catch-up and Keep up interventions targeted support</i>	Recommended practice from Little Wandle Heat map assessments targeting specific gaps and ensuring children keep up through post teaching Phonics research-EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1 and 2
Use Accelerated Reader to enable pupils to read texts at the appropriate reading level. Pupils to be heard	Teachers monitor what pupils are reading. Research shows that pupils who read at least 20 minutes a day with a 90% comprehension rate	2

read in school individually and through whole class reading.	(average percentage correct) on Accelerated Reader quizzes see the greatest gains.	
Releasing teachers to participate in Oracy for Maths research group and Sustaining Mastery from Cambridge Maths Hub	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
Times Table Rockstars / Numbots	Mastery approach encourages the development of procedural learning with an increased focus on knowledge of times tables.	4
PP children with identified SEND needs in English and maths to receive extra adult support in class.	SEND pupils receiving extra adult support builds confidence, boosts self-esteem and enables pupils to make progress in their learning.	1-5
Provide 1:1 and small group emotional and well-being support via the Pastoral support team (ELSA and Hamish and Milo)	Recommendations from Educational Psychologist / Specialist Teaching Service 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): Improving Social and Emotional Learning in Primary Schools EEF	5
Provide a 'nest' nurture lunch time club	Recommendations from Educational Psychologist / Specialist Teaching Service	5

NESSY – for PP children with SEND	Nessy programme collaborates with academics, and follows the Science of Reading, to ensure programs are based upon proven research.	2-3
Dynamo Maths and Number Stacks interventions	Research and evidence-based resources to support pupils with dyscalculia and those struggling with maths and not meeting age-related expectations	4
Teacher-led pre and post teaching intervention in Maths and Writing	<p>Research states that through pre-teaching, learning is built on solid foundations that do not need to be re-taught.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>And in small groups:</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	1-5

Budgeted cost: £71,000

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Free or subsidised music tuition for PP pupils – individual brass/ woodwind or piano lessons</i>	Research suggests music lessons for PP children were found to accelerate their brain development in the areas responsible for language development, sound, reading skill and speech perception	1-5
<i>Free/ reduced trips and experience –</i>	Providing opportunities has benefits and impacts that cannot be achieved in any other context or setting. The impact is greater when trip are fully integrated into a school's curriculum	1-5
<i>Reduced rate for PP for breakfast club (breakfast and childcare) £1.50 / hour</i>	Supporting attendance and ensure needs are met prior to learning	1-5
Monitor the attendance and punctuality of PPP and follow up quickly on issues. First day response provision.	We cannot improve PPP progress and attainment if they are not attending school regularly. Evidence shows that addressing attendance is the key step. PP children need to be ready for the start of school and not arriving late	1-5

Budgeted cost: £8,000

Total: £79,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KS2 attainment and progress 2022-23 for children with pupil premium

ATTAINMENT & ASSESSMENTS







Subject	Level	Lakenheath Community Primary School (2013)	National (State-funded schools)	
		Value	Value	Gap
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	37.5%	44.1%	-6.6%
	GDS/High Score	0.0%	3.2%	-3.2%
Reading	≥Exp.Std.	75.0%	60.1%	+14.9%
	High Score	37.5%	17.4%	+20.1%
Writing (TA)	≥EXS	62.5%	58.2%	+4.3%
	GDS	12.5%	6.6%	+5.9%
Maths (test)	≥Exp.Std.	50.0%	59.0%	-9.0%
	High Score	12.5%	12.9%	-0.4%

PROGRESS

Subject	Level	Lakenheath Community Primary School (2013)	National (State-funded schools)	
		Value	Value	Gap
Reading	Avg. Prog. Score	3.80	-0.85	+4.65
	Conf. Int.	±4.66 -0.86 to +8.46	±0.03 -0.88 to -0.82	n/a
Writing	Avg. Prog. Score	0.73	-0.66	+1.39
	Conf. Int.	±4.48 -3.75 to +5.21	±0.03 -0.69 to -0.63	n/a
Maths	Avg. Prog. Score	-0.95	-1.01	+0.06
	Conf. Int.	±4.38 -5.33 to +3.43	±0.03 -1.04 to -0.98	n/a

KS1 attainment for children with pupil premium

ASSESSMENTS

Subject	Level	Lakenheath Community Primary School (2013)	NCER National	
		Value	Value	Gap
Reading	≥EXS	58.3% 	68.3%	-10.0%
	GDS	22.2% 	18.8%	+3.4%
Writing	≥EXS	55.6% 	60.1%	-4.5%
	GDS	5.6% 	8.2%	-2.6%
Maths	≥EXS	47.2% 	70.4%	-23.2%
	GDS	5.6% 	16.3%	-10.7%

Phonics scores for children with pupil premium

Etab. No.	Etab. Name	Cohort	Mark					APS	
			No Score	0-15	16-23	24-31	32-36		37-40
-	NCER National	132,380	4.1%	15.0%	6.8%	7.4%	30.8%	36.0%	29.9
2013	Lakenheath Community Primary School	3	0.0%	33.3%	0.0%	33.3%	0.0%	33.3%	24.7

Whilst attainment for our disadvantaged is below national in phonics and KS1, progress for our disadvantaged pupils across KS2 was better than the expected progress in reading and writing so that outcomes were also above national. In Maths, progress across KS2 was in line was average and slightly above national for disadvantaged pupils.