



Pupil Premium Strategy Statement | 2020-2023

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Introduction | What is Pupil Premium?

Pupil premium funding is a national initiative, launched in 2011, designed to raise attainment for all disadvantaged pupils.

'Closing the attainment gap between disadvantaged children and their peers in the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex and most lie beyond the control of schools and educators.

However, it is clear that schools can make a difference.

In England, the gap has closed in both primary and secondary schools since the introduction of the Pupil Premium, and in every part of the country schools have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.'

Education Endowment Foundation – The EEF Guide to Pupil Premium funding

For further details visit: https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf

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. **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.
2. **Targeted academic support** | 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.
3. **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.

- Uniform approach to literacy and maths through Power of Reading and White Rose Maths
- Co-operative learning approach to develop excellent behaviours for learning
- Explicit vocabulary instruction across the curriculum
- Research based professional development opportunities for all teaching staff
- Meetings to focus on pupil progress and next steps
- Tailored mentoring and coaching for all trainees, newly qualified and early career teachers
- NPQ courses available for all senior and middle leaders
- Develop an EYFS provision that gives all children a solid foundation for later achievement
- Embed a 'broad and balanced' curriculum
- **Quality first teaching is a priority**
- **Response planning to complement support plans**

1. Teaching

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- Targeted interventions
 - Booster sessions for KS2 children in English and maths
 - Focused phonics booster sessions for KS1 children
 - Individualised curricular for specific children
 - Specialised provision for children who have suffered early childhood trauma, have specific medical needs or EHCPs
 - **Y4 times tables club**
 - **NELI for EYFS and KS1 children**

2. Targeted academic support

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- Free breakfast club for disadvantaged children
 - Subsidised trips and visits
 - **Emotional Literacy Support Assistant training in order [ELSA] to offer emotional and mental health support**
 - Free after-school clubs
 - Family Support Practitioner accessible to all children and families

3. Wider strategies

- Funding for parenting courses
- EPIC Dads involvement available to all families
- Targeted Forest School sessions
- LEGO therapy
- HAF holiday clubs – fully paid places and subsidised places
- Subsidised music lessons
- Workshops at secondary schools
- Computers to support learning at home and in school

Contextual Information | Basics

Pupils in school	280
Proportion of disadvantaged pupils	28%
Pupil Premium allocation this financial year	£80.800
Academic year or years covered by statement	2020 – 2023
Published date	May 2020
Review date	May 2021 – Reviewed October 2021
Pupil premium Lead	Sally Esom
Governor Lead	Sandra Parker

Contextual Information | Barriers

- **Speech, language and communication skills are poor on entry** | we are helping children through early identification and intervention including interventions with specifically trained Teaching Assistant, referrals to Speech and Language Therapist.
- **Historic variability in the quality of teaching and subsequent under-achievement** | we are improving progress and achievement year on year with a consistent and impactful approach to teaching and learning. Focusing on quality first training with support from SES, SCC and SLIN to ensure all children are catered for.
- **Enthusiasm for, and achievement in, writing** | we are raising standards in writing by engaging children in a broad, balanced and relevant curriculum that provides children with regular, purposeful writing opportunities following 'Power of Reading'. **Through support with the Myland Hub for English we are improving the teaching of phonics and early reading leading to an improvement in writing and an enthusiasm both for reading and writing.**
- **Persistent absence/lateness** | we are working with children and families so children are routinely in school and on time. **Supported by the EWO we encourage early intervention to ensure children are in school on time and that drops in attendance are quickly identified and targeted. The disadvantaged pupils have an overall absence of 5.8% for last academic year which is 2.2% higher than National.**
- **Impact of family circumstances on children's ability to focus on learning** | our pastoral support team responds quickly and effectively when needs arise. **Parents engage with head and FSP daily on the gate. FSP supports attendance at parenting classes. ELSA supports individual children. LEGO therapy for individuals and groups.**
- **Impact of pandemic** | through job losses, change of housing and personal circumstances we have seen a rise of 7% in FSM this last year and considerable financial hardship. Families have been supported with: lunch vouchers, the HAF programmes for holidays with activities and lunches provided, funded breakfast and after school places enabling parents to work, music lessons, access to food banks and food parcels, emotional support through FSP.
Although a large number of PPG children were offered school places these were not all taken up and therefore a considerable amount of learning was lost during the lockdowns. The gap has widened.

Contextual Information | Key Stage 2 Outcomes

Disadvantaged pupil progress scores | 2019

	2019
Reading - disadvantaged	-2.4
Non-disadvantaged	(-1.1)
County	(-0.7)
Writing – disadvantaged	-1.2
Non-disadvantaged	(-2.1)
County	(-0.6)
Maths – disadvantaged	-0.9
Non-disadvantaged	(-1.1)
County	(-0.9)

Disadvantaged pupil performance overview | 2019

	2019
Meeting expected standard at KS2 – Disadvantaged pupils	46%
Whole school	60%
Achieving high standard at KS2 – Disadvantaged pupils	0%
Whole school	8%

NB: figures in brackets denote the county average

Pupil Premium Strategy | Aims

Quality of Education | Teaching priorities for current academic year

Area	Target	Target date
EYFS	Increased % of children leaving EYFS with a GLD so close the gap on National	July 2022

Phonics Screening Check	Raise the percentage of pupil premium Year 1 children achieving the PSC to that of the national average of 'All Pupils' (82% in 2019).	July 2022
KS1 Reading, Writing and Maths – Expected Standard	Reduce the achievement gap between pupil premium and non-pupil premium children to less than 10%.	July 2022
KS2 Combined – Expected Standard (EXS)	Increase the percentage of pupil premium Year 6 children achieving the Combined EXS to narrow the gap on that of the national average for 'All Pupils' (65% in 2019). Currently expecting 30%, aiming for 40%	July 2022
KS2 Maths Progress	Achieve average KS2 Mathematics progress score (0).	July 2022
Girls' maths	Close the gap for girls in maths with their peers, particularly in Y4 and PPG children with their peers. Currently 0% of Y4 girls on track for ARE	July 2022

Quality of Education | Targeted academic support for current academic year

Priority	Desired outcome
1. Improve oracy through increased focus on speaking and listening, use of Power of Reading resources, Myland hub, Accelerated reader, talk for writing opportunities	<ul style="list-style-type: none"> Children understand what effective communication looks like and are able to communicate effectively in different situations.
2. Reduce early literacy deficit through the effective use of phonics interventions, English interventions, and smaller teaching groups. Myland phonics and early reading strategies.	<ul style="list-style-type: none"> Children are equipped with the words, oracy and communication skills needed to flourish in school.
3. Improve literacy through staff training on Power of Reading, Early Literacy and phonics.	<ul style="list-style-type: none"> Children understand different types of text and can access a wider range of reading materials as well as write in different styles for different situations. Update books throughout school on a rolling annual programme
4. Improve focus of lessons so they are clearly sequenced, link to N.C. and impact on pupils'	<ul style="list-style-type: none"> Lessons are well-constructed and well-taught, which leads to good results; Daily pre & post interventions/support provided;

learning and outcomes, through staff training and curriculum reviews.	<ul style="list-style-type: none"> Children know more, remember more and are able to do more.
5. Provide further learning opportunities in EYFS that support and develop skills in reading/writing/maths.	<ul style="list-style-type: none"> Higher number of children achieving GLD Children know more, remember more and are able to do more Books provided for paired reading and story sacks created and sent home.
6. Embed a curriculum that enthuses all children enabling them to flourish and make progress.	<ul style="list-style-type: none"> Curriculum across all subjects is well sequenced and engaging. Approaches to teaching and learning are consistently good. Key skills and knowledge s revisited regularly so children are enthusiastic, knowledgeable and passionate about their learning. Time given to subject leaders to monitor subject and to lead staff
7. Interventions for English and Maths	<ul style="list-style-type: none"> Time during music lessons for teachers to mentor and coach for English and maths so they can access pre-teaching and rehearsal time to embed learning Intervention groups for reading, writing and maths to close gaps Smaller teaching groups for LA maths groups in KS2 to close gaps
Projected spending	£30,800

Personal Development, Behaviour & Attributes | Wider strategies for current academic year

Priority	Desired outcome
1. Working effectively with parents/carers to support children's early reading (Accelerated Reader, Power of Reading, Letters and Sounds, Oxford Owl)(FSP/ELSA Support)	<ul style="list-style-type: none"> Positive reading habits are developed and maintained both at school and at home; Parents/Carers have high academic aspirations and expectation for their children Parents/ carers engage in staff led workshops
2. Work effectively with parents/ carers to support children's general numeracy, mental maths and times tables	<ul style="list-style-type: none"> Parents, carers and children to see maths as an important subject Families engage in the online programmes bought in for whole school – NUMBOTS and Rockstars
3. Support children who may have struggled with difficult life events to help them re-engage with life and learning (FSP, ELSA, Forest School, and Mental Health TAs).	<ul style="list-style-type: none"> Children are happy and confident, open and ready to learn;

	<ul style="list-style-type: none"> • Building and maintaining relationships remain high on the school agenda.
4. Improve attendance and lates.	<ul style="list-style-type: none"> • Engage all families in the importance of school attendance; • Reduce late attendees; • Increase % of attendance • Reduce overall absence for disadvantaged group from 5.8%
5. Build resilience with the children and develop strategies to cope emotionally as well as academically. Be able to manage change and develop behaviour for learning.	<ul style="list-style-type: none"> • Work with MHST [Mental health support team on programme for Y6 • Individual plans for ELSA, LEGO, pastoral time and 1:1 support • Develop lunchtime social club to develop resilience and social skills • FSP support to individuals and families
Projected spending	£50,000

Monitoring and Implementation | Challenged and mitigation actions

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to staff to allow for professional development.	Use of INSET days and additional cover being provided by senior leaders.
Targeted Support	Ensuring materials for developing language acquisition are made available in a timely manner, staff are trained and time given for interventions.	Prioritise training and purchase of schemes/materials for interventions.
Wider Strategies	Avoiding overload of requests for time, financial support and interventions.	Establish clear criteria, and use the principles of ethical leadership to ensure decisions are made with integrity and justice.

Review | Last year's aims and identified outcomes

The aims changed as a result of the pandemic and its impact. Therefore, the focus became more about ensuring that the gap did not widen too greatly and supporting the individuals and their families emotionally, educationally and socially.

Aims	Outcomes
To close the gap for PPG children	Computers were issued [with the support of Goward and Evans' charity] to children requiring technology to access learning at home Work packs were provided for all children and were delivered by hand to PPG households New reading books were bought, trolleys of books were made available daily for children to swap books Children were encouraged to attend school if they were PPG and were a priority for returning once wider opening began
To offer emotional support to families and individuals through the pandemic	Lunches were delivered daily to families in the village and food parcels were sourced, paid for by school and then delivered for Christmas FSP and Head continued to support families even when school was officially closed EPIC dads and local food bank charities sourced: food parcels and activity days Children offered holiday camps, music lessons online, family computers Weekly calls made home to well-being check Referrals put through to emotional well-being hub Trained ELSA member of staff LEGO therapy began to support individuals and small groups