# Shape Description automatically generated with low confidenceLancasterian Primary School 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

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| Detail | Data |
| School name | Lancasterian Primary |
| Number of pupils in school | 343 Rec – Y6 |
| Proportion (%) of pupil premium eligible pupils | 32% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021 – 2024 |
| Date this statement was published | 15/12/21 |
| Date on which it will be reviewed | By 30/9/22 |
| Statement authorised by | Paul Murphy |
| Pupil premium lead | Andrea Batten |
| Governor / Trustee lead | Anne Baxendale |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £195,025 |
| Recovery premium funding allocation this academic year | £21,000 |
| 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 | £216,025 |

# Part A: Pupil premium strategy plan

## Statement of intent

We aspire for our Pupil Premium children to achieve in line with other children nationally. We use our Pupil and Recovery Premium funding to achieve this goal through a range of evidenced-based approaches including specialist staff, learning programmes and targeted interventions.

Our Pupil Premium Strategy takes an evaluative approach, based on the following four key elements:

* DATA: Ensuring clarity around areas of underachievement in school and significance of PP within this (e.g., year groups, subjects, ethnic groups, ability groups, and other factors groups such as high mobility and low attendance) – ensuring this includes more able PP children.
* BARRIERS: Identifying external and internal barriers to achievement for PP children (whilst many children may experience these barriers, the effects are likely to be compounded for PP children).
* RESEARCH USE: Ensuring approaches and interventions are based on school, local and national research and best practice (all evaluation of existing approaches should be triangulated (data, observations, books)).
* RANGE OF PROVISION: Remembering that ‘one size fits all’ is not the answer. Overall, teaching and learning interventions should account for about 80% of spend (including staff costs, CPD, etc.), other (e.g. pastoral, CP, etc.) about 20%.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

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| Challenge number | Detail of challenge |
| In-school barriers (issues to be addressed in school, such as poor oral language skills) | |
|  | Low levels of attainment on entry |
|  | Low prior levels of attainment for some upper key stage 2 pupils |
|  | High % EAL leading to poor language skills |
|  | Developing understanding amongst staff of issues that may face Pupil Premium children and how these are best mitigated |
|  | Developing knowledge amongst school leaders and staff about strategies that have proven to be effective in supporting PP children |
| External barriers (issues which also require action outside school, such as low attendance rates) | |
|  | Lack of pupil/family aspiration – poor understanding of importance of education for future success and lack of role models in home/community |
|  | Cultural deficit – lack of opportunities for children to have a range of contextual experiences |
|  | High mobility |
|  | Poor housing/overcrowding |
|  | Low attendance |
|  | Some lack of capacity/financial means to support children with learning at home |
|  | Pastoral/CP/Behaviour issues |
|  | Impact on COVID-19 pandemic on widening of the gap during remote education |

## 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.

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| Intended outcome | Success criteria |
| IMPROVEMENT IN PP KEY STAGE 2 READING, WRITING AND MATHS SATs | To diminish the difference between PP and Non-PP such that %PP Chn ≥ Expected Standard in R, W, M and RWM is at least within 5% of Non-PP Chn |
| %PP Chn > Expected Standard in R, W, M and RWM is at least within 10% of Non-PP Chn |
| PP Progress Score from KS1 to be at least in line with Non PP Chn |
| IMPROVEMENT IN PP KEY STAGE 1 READING, WRITING AND MATHS SATs | To diminish the difference between PP and Non-PP such that %PP Chn ≥ Expected Standard in R, W, M and RWM is at least within 10% of Non-PP Chn |
| %PP Chn > Expected Standard in R, W, M and RWM is at least within 15% of Non-PP Chn |
| IMPROVEMENT IN PP KEY STAGE 1 PHONICS | Year 1: To diminish the difference between PP and Non-PP such that %PP Chn ≥ Expected Standard at least within 10% of Non-PP Chn |
| IMPROVEMENT IN PP REC GLD | To diminish the difference between PP and Non-PP such that %PP Chn ≥ Expected Standard at least within 15% of Non-PP Chn |

## 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: £141,668

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Pupil Premium Focus Teachers (PPFT) to take the lead role in raising the achievement of Pupil Premium children across the school, primarily through the development and provision of quality first teaching.  In addition to providing consistent in-house quality first cover for teacher absence, the PPFTs will run a range of support initiatives and interventions according to needs identified through data analysis and monitoring of teaching and learning, either to develop teacher/TA skills or working directly with PP children, for example:   * Small group afternoon intervention * Teacher training | Ofsted (2013), The Pupil Premium, states that successful schools ‘allocated their best teachers to teach intervention groups to improve mathematics and English or employed new teachers who had a good track record in raising attainment in those subjects’.  Ofsted (2013) The Pupil Premium states that the best schools: ‘used achievement data frequently to check whether interventions or techniques were working and made adjustments accordingly, rather than just using the data retrospectively to see if something had worked.’ | A - E |
| Employ an additional TA to help close gaps in learning by providing extra support in the mornings in a particularly challenging cohort (wide range of abilities and significant gaps in learning) | Impact measured for similar additional adults support in previous years showed improved progress for children targeted. | A - C, M |
| Continue to develop leadership to drive the whole school vision for school improvement through The Coaching Policy | This would further develop a key strength identified in May 2017 Ofsted inspection: ‘The leadership team has maintained the good quality of education in the school since the last inspection.’ | D - E |
| Develop middle leadership skills to drive subject specific school improvement through ongoing training and coaching, led by DHT (e.g. NPQSL, etc.) | This addresses a key area for development identified in Ofsted May 2017 inspection: ‘Leaders and those responsible for governance should ensure that middle leaders are developed further so they have the necessary skills to check the quality of teaching in their subject areas and offer appropriate advice and guidance to staff.’ | D - E |
| Ensure curriculum continues to be well planned and resourced in order to further embed new approaches | Ofsted (2013), The Pupil Premium, highlights ‘the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good’. | A – C, G |
| Continue to embed new CPD system, based on needs identified through monitoring systems and combining whole staff training with targeted/self-selecting sessions to maximise impact on quality of teaching and support | This would further develop a strength identified in May 2017 Ofsted inspection: ‘Your strong focus upon professional development opportunities has built an aspirational and increasingly skilled body of staff who share your ambition and belief about how well pupils can learn.’ | A - E |
| Run whole staff training on PP to raise staff awareness of this national priority, the reasons behind it and the intended impacts | There has not been any recent CPD specifically related to understanding and meeting the needs of PP chn. | E |
| Repeat annual Effort and Achievement Night, ensuring that children’s effort is celebrated and rewarded | In-house experience has shown impact in terms of pupil motivation. | A - C, F |
| Implement Inspire Business Education Partnership ‘Work Week’ to develop whole school community’s understanding of importance of education for future success | Experience of this initiative in other schools has shown impact in terms of pupil attitudes to learning/aspiration. Visit http://www.inspire-ebp.org.uk/ for further information. | A – C, F, G |
| Repeat the Y4/Y5/6 Into University programme | The programme raises aspirations for those involved, encouraging them to face and overcome new challenges | F |
| Continue and develop music tuition for Y4+ through the WCIT programme and other music related extra-curricular activities | A broad and balanced curriculum in which creativity is valued provides multiple ways for children to experience success and pride in their learning. EEF Toolkit highlight a positive impact for arts participation. | A – C, F, G |
| Work with Foundation Lead to ensure our curriculum represents our diverse community | Lessons planned based on area of Foundation to include ‘overlooked’ figures of significance | F, G |

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

Budgeted cost: £25,697

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Employ an additional TA to help close gaps in learning by releasing other TAs in the afternoons to carry out additional booster interventions to diminish the differences exacerbated by COVID. | Impact measured for similar additional adult support in previous years showed improved progress for children targeted. | A - C, M |
| Continue to develop a greater focus on PP children in Pupil Progress Reviews, by focusing on their achievement and facilitating discussion around successes and challenges in teaching and learning, including the role of the PPFTs in providing support | Local Authority School Improvement Advisors identified this as an area for development in May 2019 | E |
| Provide SLT-led Y6 1:2 tutoring support, before and after school and teacher led 1:2 tutoring support after school to Y6 | Impact measured for similar interventions in previous years showed improved progress for children targeted. | A – C, K |
| Implement a range of English interventions, chosen according to identified needs and delivered by teaching assistants as an additional support to QFT in class, e.g.   * Booster Phonics * KS1/KS2 EAL groups * Boosting Reading @ Primary * Inference training * Precision teaching | Progress data and previous experience in the school has shown these to be our most effective intervention strategies | A - C |
| Implement a range of maths interventions, chosen according to identified needs and delivered by teaching assistants as an additional support to QFT in class, including Times Tables Rockstars | Progress data and previous experience in the school has shown these to be our most effective intervention strategies | A - C |
| Ensure that all PP chn’s books are marked with a dot in order to increase teacher awareness of PP children and their needs, and to ensure that PP chn’s books are marked first | This strategy was shared as example of PP best practice at Haringey head teachers’ association. | D - E |
| Carry out regular learning walks with a specific focus on PP chn, looking at a range of areas, e.g. engagement, marking, scaffolding, etc. and ensure that findings are fed into CPD and planning systems | Quality first teaching is the principle method through which PP chn’s needs can be effectively addressed | D - E |
| Ensure that PP chn’s progress is specifically and regularly monitored through termly data headlines, lesson observations, QARs, etc. | Data and other outcomes must be the starting point for support and intervention planning | D - E |

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

Budgeted cost: £48,660

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Learning mentor to provide a complementary service to that given by existing teachers, pastoral staff and senior leadership team, addressing the needs of children who require support to overcome barriers to learning both inside and outside the school in order to promote excellent behaviour for learning and maximise educational progress. | The Education Endowment Foundation Teaching and Learning Toolkit rates ‘Behaviour Interventions’ as having strong evidence of impact (+3 months) | F - M |
| Complete detailed termly analysis of PP attendance and lateness, ensuring that findings are shared with staff and used to inform ongoing attendance strategies where necessary. | Early targeted intervention for specific groups and individuals are more likely to prevent attendance issues becoming persistent | J |
| Invest in EWO silver package to ensure that persistent attendance and lateness issues are dealt with swiftly and effectively, particularly in relation to persistent absence. | Previous experience has shown us that without robust EWO and legal support, it is difficult to escalate persistent cases | J |
| Continue attendance awards for R-Y6 to support the forming of good attendance and punctuality habits from an early age. | Evidence from other local schools has shown that the formation of good attendance habits when children are young contribute to better attendance at later stages | J |
| Meet with all parents who request leave of absence during term time before and/or following leave to give a consistent message of non-approval and potential fine consequence. | Previous experience has shown us that without robust EWO and legal support, it is difficult to escalate persistent cases | J |
| Targeting difficult to engage PP parents for the school events through conversation in the playground at beginnings and ends of days | Discussions with parents have indicated that it is often a lack of confidence or understanding the deters parents from becoming involved | F - G |
| Ensure a rigorous follow-up of parents of PP chn who do not attend parents/carers evening, arranging alternative appointments to attain 100% attendance | Parents who are better informed about their children’s progress and next steps are more able to support them in their learning | F |
| Continue to drive and develop the school’s vision and values as a philosophy underpinning the schools’ approach to teaching and learning, including staff understanding of how to apply them to everyday interactions with children through:   * Values Cards * Values stickers * Values Family ambassador badges | Visits by HT to outstanding schools highlighted the impact that a focus on school vision and values can have on PP achievement | A - M |
| Continue to develop a stronger pupil voice through the school house captains and vice captains system, devolving real power and budgetary control to the children | This is part of a larger intention to encourage children to take ownership of their learning | F - G |
| Pastoral Care Manager to continue to take a strong lead on behaviour and CP/pastoral issues, further developing behaviour and pastoral support teams and systems | The Education Endowment Foundation Teaching and Learning Toolkit rates ‘Behaviour Interventions’ as having strong evidence of impact (+3 months) | D, L |
| Provide counselling support to children with additional pastoral needs and children adversely affected by the Covid-19 pandemic lockdowns | Previous experience has shown that this intervention supports children in overcoming emotional barriers to learning | L |
| Provide targeted parenting advice and support through the Trailblazer mental health and other parental programmes | Endowment Foundation Teaching and Learning Toolkit highlights parental involvement interventions as having a moderate impact | L |
| Implement adapted behaviour management policy taking into account the feedback and ideas from all stakeholders to address behaviour issues arising in 2021/22 | The Education Endowment Foundation Teaching and Learning Toolkit rates ‘Behaviour Interventions’ as having strong evidence of impact (+3 months) | L |

**Total budgeted cost: £216,025**

# 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. The data below is therefore taken from 2019 KS2 performance measures.*

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| **2019 attainment** | | |
| The milestones below indicate whether or not KS2 achievement for Pupil Premium children at the school was in line with national average | *School Pupil Premium Pupils* | *National Average* |
| **% at expected standard or above in reading, writing & maths** | 40% | 65% |
| **Reading progress from key stage 1** | -2.7 | 0 |
| **Writing progress from key stage 1** | 2.0 | 0 |
| **Maths progress from key stage 1** | -0.2 | 0 |

## 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 |
| n/a |  |
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