

Pupil premium strategy statement 22-25

School overview

Detail	Data
School name	Lawford CE Primary School
Number of pupils in school	250
Proportion (%) of pupil premium eligible pupils	2.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	13 th September 2022
Date (s) on which it will be reviewed	14 th September 2023
Statement authorised by	AJE Fairbairn
Pupil premium lead/Disadvantaged champion	M Cemil
Governor	J Neethling

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,775
Recovery premium funding allocation this academic year	£2,000
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	£22,775

Part A: Pupil premium strategy plan

Statement of intent

Our intention is underpinned by our school Vision:

‘Our children know they are blessed and a blessing. We strive to be ambitious for each other and ourselves, have integrity and nurture all.’

All our children will be supported and challenged to discover their talents enabling them to be successful in school and throughout their lives. They will have opportunities to develop an enhanced cultural capital beyond that which they may encounter outside of school.

High-quality teaching is at the heart of our approach, based on the evidence of EEF; this has the greatest impact in closing the disadvantage gap. Therefore, there will be a focus on access to high quality training and the associated resources. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside the more rapid progress for their disadvantaged peers.

Our strategy will include targeted support through the National Tutoring and school led tutoring programmes for pupils whose education has been worst affected, including non-disadvantaged pupils (where groups are made from those with similar needs to the disadvantaged children).

Challenges

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

Challenge number	Detail of challenge
1	Assessments using standardised materials, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.

	On leaving at the end of KS2 75% of the cohort (4 pupils) were below age related expectations. In year 2 50% were below. Similar data is evident in most other year groups.
4	In line with national studies, our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures more than for other pupils. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading and writing.
5	Our assessments (including internal wellbeing surveys), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due poor social skills, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Over 85% of our disadvantaged children have attended a wellbeing hub, a therapist or have had some level of small group or additional adult support.
6	Our disadvantaged children are far less likely to have a strong cultural capital than their non-disadvantaged peers. They have been to fewer places and generally been exposed to less historical, geographical and musical knowledge and as well as less exposure to arts and crafts and a knowledge of artists.
7	Looking at attendance trends, lateness and attendance (while improving) remain lower than their non-disadvantaged peers.

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
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)
Progress in Mathematics	Achieve national average progress scores in KS2 Writing (0)
Phonics	Pass the phonics screening check in year in year 1 or as a minimum by the time their leave year 2.
Attendance	Improve attendance disadvantaged pupils to 96% from current 93.8%

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) – EFF Tier 1 strategies

Budgeted cost: £ 4600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers to receive training in 'Teaching Walkthrus' by Tom Sherrington et al. and relevant texts and modelling https://www.walkthrus.co.uk/ (£1200)	EEF - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1,2,3,4,6
Teachers to receive additional training in writing using talk for writing approach (in house). External White Rose maths courses to be attended by those new to school and not yet familiar with the WRM approach (£600)	EEF -Consistency in teaching strategies in all classrooms to ensure consistency of expectations and high quality practice through skilled sequencing, modelling and questioning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1,3,4
Teachers to attend 'reading and vocabulary training' though delivered through the teaching hub at Lyons Hall. £300	EEF - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,3,4
SLs and al staff have use of National College resources to maintain access to good quality training resources for all	EEF – Highly skilled practitioner effectively leaving subjects to ensure clear progression and correct scaffolding in all subjects. Building sustainable leadership within school. Staff trained to deliver	6,

subjects and use to support staff. £1000	curriculum and subject knowledge informed by OFSTED subject reviews https://www.gov.uk/government/collections/curriculum-research-reviews	
'Classroom secrets' subscription to support all staff with the preparation of high quality teaching materials linked particularly to maths mastery and Writing resources. £700	EEF -Consistency in teaching strategies in all classrooms to ensure consistency of expectations and high quality practice through skilled sequencing, modelling and questioning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1, 2, 3
Consistency of approach in managing behaviour through training of Trauma Perceptive Practice requiring support staff overtime payment for training (£800).	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	5

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

Budgeted cost: £ 9325

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition though NTP - £3000	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3,4,
Small group tuition through School Led tutoring (£1580)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3,4,
Support staff training for Talk Boost, NELI, WELCOM, Speech and language Link Primary and Speech and language Infant and Junior overtime payments , (£645),	Nationally recognised interventions and screening tools. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2,3,4,5,

Additional Classroom support (£5000)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants?utm_source=/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants&utm_medium=search&utm_campaign=site_searchh&search_term	1,2,3,4,5,
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 8850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve self-regulation at start of the day - Breakfast club (£1800) and support with older children to get to school independently (£100) e.g. cycle helmets access to cycle safety training.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast And to support attendance in line with the latest DfE guidance: https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	5,7
Ensure access to wider cultural opportunities though attendance on residential trips or similar (£2500) and online resources, which give detailed filmed and curated knowledge of cultural sites and authors – e.g. LGfL subscription (£1000). Provision of music lessons (£650)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	6
Increase attendance at clubs to support over all wellbeing and self-efficacy (£600).	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	6

Mental Health Hub access and support. Counselling as needed (£2200)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://www.llse.org.uk/uploads/datahub/4567ceb%5E03in-03/2017-10-02-DfE%20-%20Supporting%20Mental%20health%20Case%20study%20report.pdf	5
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Total budgeted cost: £ 22775

Resources:

EEF - Guide to Pupil Premium, Toolkit, MITA project evaluation

Marc Rowlands – Addressing Educational Disadvantage in Schools and Colleges – The Essex Way

DfE – Working together to improve School Attendance

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.

Aim	Outcome
Progress in Reading	<p>The progress in reading through the Herts reading project was successful with the Year 5/6 children making rapid progress. For some this was still insufficient to get them to the expected standard but their score over the year improved. The purchase of Nessy and its use to support those with reading and phonological issues has supported those in other year groups. The programme has a new app designed for the younger children (year 1 and lower year 2) - it was hoped to be available last year but didn't go live until the summer term. The purchase of this for our younger PPG children will form part of next year's plan.</p> <p>Having parents to read with the children has made a great difference to those who are not often read with at home. The use of whole class books and shared and reciprocal reading has improved enjoyment for most. The training through the 'Essex reading project' highlighted many strategies which the staff are applying more consistently.</p>
Progress in Writing	<p>This is the area in which the children remain least successful. The improvement in reading will help to build their vocabulary. The Talk for Writing training has improved consistency. The use of Walk thru training has assisted in recall and overall consistency across the curriculum and focussing the staff on the use of questions to enhance learning and quizzing for recall. The spellings have been improving though sustained writing is not yet at a consistently good level.</p>
Progress in Mathematics	<p>The use of the White Rose materials and mastery has meant that Maths is an area of most success for out PPG children. Progress has been better and in most cases, the</p>

	children reached or were close to reaching the expected standard.
Phonics	The PP children who had additional tuition were able to benefit from attending before school tuition because their siblings were attending Breakfast club. Those in year 2 who had the tuition both passed their screening check one by Christmas and the other by the end of the year. The year one children who attended tuition passed their screening check. One PPG child did not pass and has been referred for a variety of assessments related to cognition and learning. Additional support of this child will be a focus in the next year's plan.
Attendance	The overall PP attendance rate was 93.8%, which is an improvement since last year and within 2% of the school's overall attendance. The lateness of one child was a key area of focus and this improved with the use of breakfast club by the family. The data include 3 children who were persistently absent all of whom have now left the school. All were offered the use of breakfast club but did not use it.

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
Art Therapy	KidsInspire
Nessy – dyslexia support	Nessy