

# Pupil premium strategy statement 22-25 reviewed and updated Dec 25

## School overview

Detail	Data
School name	Lawford CE Primary School
Number of pupils in school	306
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022-25
Date this statement was published	13 <sup>th</sup> September 2022
Date (s) on which it will be reviewed	12 <sup>th</sup> September 2023 10 <sup>th</sup> December 2024 16 <sup>th</sup> December 2025
Statement authorised by	AJE Fairbairn
Pupil premium lead/Disadvantaged champion	M Cemil
Governor	D Waggett

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30300
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£30300

## 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 using tutoring (previously through NTP) 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 in their non-disadvantaged peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers do. This negatively impacts on 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 (2023) 75% of the cohort (4 pupils) were below age-related expectations. In year 2 (2023) 50% were below. Similar data is evident in most other year groups. Across the school the data showed that in writing 50% were below in 2024 – though this varied across 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 and subsequently due to the cost of living crisis. 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 are. 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 do.

### 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 95% from 91.55 in 23-24

## 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: £ 8050

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers to receive training in ‘Teaching Walkthrus’ by Tom Sherrington et al. and relevant texts and modelling <a href="https://www.walkthrus.co.uk/">https://www.walkthrus.co.uk/</a> (£300)</p> <p>Subject leader hub to ensure curriculum leads are well trained and able to support the adaptation of materials.</p>	<p>EEF - <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	<p>1,2,3,4,6</p>
<p>Teachers to receive additional training in writing using talk for writing approach (in house).</p> <p>External White Rose maths courses to be attended by those new to school and not yet familiar with the WRM approach (£650)</p>	<p>EEF -Consistency in teaching strategies in all classrooms to ensure consistency of expectations and high quality practice through skilled sequencing, modelling and questioning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	<p>1,3,4</p>
<p>Teachers to attend ‘reading and vocabulary training’ though delivered through the teaching hub at Lyons Hall. £300</p>	<p>EEF - <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>1,3,4</p>
<p>SLs and all staff have use of National College resources to maintain access to good quality training resources for all subjects and use to support staff. £2000</p>	<p>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 curriculum and subject knowledge informed by OFSTED subject reviews</p> <p><a href="https://www.gov.uk/government/collections/curriculum-research-reviews">https://www.gov.uk/government/collections/curriculum-research-reviews</a></p>	<p>6,</p>

<p>'Grammarsaurus' subscription to support all staff with the preparation of high quality teaching materials linked particularly to maths mastery and Writing resources. £500</p>	<p>EEF -Consistency in teaching strategies in all classrooms to ensure consistency of expectations and high-quality practice through skilled sequencing, modelling and questioning. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	<p>1, 2, 3</p>
<p>Learning by questions subscription for years 4-6 to support overlearning and detailed analysis of understanding to ensure effective use of interventions and tutors. £2000</p>	<p>EF - <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	<p>2</p>
<p>Consistency of approach in managing behaviour through training of Essex STEPS (£300)</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	<p>5</p>
<p>Winbooks to support the use of AI e.g. Immersive reader and enhance digital skills to reduce digital divide. £2000</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	

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

Budgeted cost: £ 14200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group tuition - £3000</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>1,2,3,4,</p>
<p>Support staff training for Talk Boost, NELI, WELCOM, Speech and language Link</p>	<p>Nationally recognised interventions and screening tools.</p>	<p>1,2,3,4,5,</p>

Primary and Speech and language Infant and Junior overtime payments, (£1200),	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	
Additional Classroom support (10,000)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a> <a href="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&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">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&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a>	1,2,3,4,5,

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

Budgeted cost: £ 8050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve self-regulation – Forest School (£300) Provision of food as required for breakfast on arrival at school (£200) and support with older children to get to school independently (£200) e.g. cycle helmets access to cycle safety training.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a> <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a> And to support attendance in line with the latest DfE guidance: <a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a>	5,7
Ensure access to wider cultural opportunities though attendance on residential trips or similar (£2000) 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)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	6

Increase range of books that are accessible, diverse and are high quality to improve cultural capital but also underpin the development of a love of reading (section 1) and support wellbeing and self-regulation (£200)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	6
Increase attendance at clubs to support over all wellbeing and self-efficacy (£1200).	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	6
Mental Health Hub access and support. Counselling as needed (£1800)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> <a href="https://www.llse.org.uk/uploads/datahub/4567ceb%5E03in-03/2017-10-02-DfE%20-%20Supporting%20Mental%20health%20Case%20study%20report.pdf">https://www.llse.org.uk/uploads/datahub/4567ceb%5E03in-03/2017-10-02-DfE%20-%20Supporting%20Mental%20health%20Case%20study%20report.pdf</a>	5
Purchase of branded school uniform items to support self-esteem and wellbeing £500	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> <a href="https://www.llse.org.uk/uploads/datahub/4567ceb%5E03in-03/2017-10-02-DfE%20-%20Supporting%20Mental%20health%20Case%20study%20report.pdf">https://www.llse.org.uk/uploads/datahub/4567ceb%5E03in-03/2017-10-02-DfE%20-%20Supporting%20Mental%20health%20Case%20study%20report.pdf</a>	

**Total budgeted cost: £ 30300**

*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 2024 to 2025 academic year.

Aim	Outcome
Progress in Reading	<p>Staff have used the immersive reader app in the upper school to support children in accessing texts which are beyond their skill in reading. This has enabled children to participate more widely within their lessons across the curriculum.</p> <p>Staff have been trained in the reading progress app and this is supporting teachers to diagnose more effectively. Children once identified access and intervention.</p> <p>Nessy phonic programme is popular with the children they are keen to participate it is seen as a reward more than an intervention. The older children are less likely to intervene for them it feels babyish. They prefer the online tools.</p> <p>Support staff are hearing readers across this school to support those who read less at home. Two teachers completed the Reading training (now 75% of all our teachers have completed the course) The PP children who were did not make at least expected progress (2) also had issues with their attendance. All other PP children made expected and one EAL child made accelerated progress.</p> <p>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 continue to apply and place for new staff will be sought in the next academic year.</p> <p>We continue to have phonic programmes to support those who have not yet passed their phonic check by the end of year 2 and in all cases these children have additional needs.</p>

	<p>In year 6, one child was greater depth for reading, however the other 2 one EHCP and the other poor attendance (each who joined us in year 5) did not reach the expected level. There is no progress data.</p>
<p>Progress in Writing</p>	<p>The English leads had additional training in 'Talk for Writing' – short burst training - with more booked in the next academic year ( 2025/6) in support of the new writing framework. The consistency in approach using 'Talk for Writing has supported our PP children giving them a clear model and structure. The new staff have been supported in house and this is consistently applied. The lack of breadth in their reading and cultural capital/typically less broad experiences continues to affect the overall quality of their writing. The school will continue to seek out resources and opportunities to improve cultural capital. The improvements to the school library have been significant this year and the school will continue to purchase a range of attractive and accessible books to support the children's love of reading which in its turn will continue to improve the writing.</p> <p>The older children benefit from the use of 1:1 devices and access to LBQ which has supported writing through GPS quizzing and 1:1 devices support the children through their accessibility functions like Immersive reader – supporting children to edit their work effectively. It also helps them to use a range of online tools that support issues with working memory.</p> <p>The staff continue to use some of the strategies in the Walk thru series. However due to new staff this needs review and the school has registered for training in the 25/6 year with a view to increasing engagement particularly in deepening understanding of task structures and work around schema. The PP children making better links will support the quality of their writing and its cohesion.</p> <p>In Reception those not attaining GLD benefited from the NELI programme. The money allocated to staff is in part used screening all our children for suitability for</p>

	NELI or WELCOM and then the time dedicated to these interventions. 50% of the PP chn were expected in wrting.
Progress in Mathematics	<p>The use of the White Rose materials combined with 'I see maths' resources and mastery has meant that Maths is an area of relative strength for many of our PP children. In year 6 two children did not meet the expected standard (one EHCP) and the other PA (EBSA), the other was GD. Progress has been better and, in most cases, the children reached or were close to reaching the expected standard. Those PP children with SEND also made at least expected progress and one accelerated progress. Attainment remains not yet at expected for most, but the gaps are closing.</p> <p>50% of the PP chn in reception were expected in mathematics.</p>
Phonics	Two PP chn took the test. One passed the other didn't. In year 2 all the children who were with us in year 1 and were PP passed - one PP child joined us in the Spring term and though she made progress – they did not pass.
Attendance	<p>The overall PP attendance rate was 90.6%. Another drop. This has been impacted by one LAC child at an alternative provision who is on a part time timetable. There are two others who had an extended bout of illness in the Autumn term due to covid and also measles that despite their attendance for the next two terms being over 90% they remained at the 80% mark. If these three children are removed from the overall data it brings the average up to 93.3% which is slightly above national. Four of the children also had a term time holiday and one family lived 10 miles away and had financial difficulties which meant they didn't always have petrol to attend and at one point no car at all. Another child was affected by school-based anxiety caused by friendship issues in school – they were being supported by CAMHS. The main reason for absence was illness.</p>

## 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*

<b>Programme</b>	<b>Provider</b>
Nessy – dyslexia support	Nessy
Numberstacks - Maths	Numberstacks
Speech and language	<a href="https://speechandlanguage.link/">https://speechandlanguage.link/</a>
Learning by Questions LbQ	<a href="https://www.lbq.org/">https://www.lbq.org/</a>