

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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

Detail	Data
School name	Lawrence View Primary and Nursery school
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	December 2024
Statement authorised by	Emma McGrenaghan Headteacher
Pupil premium lead	Emma Stevenson Assistant Headteacher
Governor / Trustee lead	Dave Hill, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,379
Recovery premium funding allocation this academic year	£7,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£104,179

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

At Lawrence View Primary and Nursery school we have high aspirations and ambitions for our children, and we believe that all learners should be able to reach their full potential. We intend that our pupil premium and catch-up funding supports the good progress and attainment of all children in our school regardless of their starting points and irrespective of their background or the challenges they face. We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.

Our primary focus is to ensure that we provide quality first teaching for all our pupils, high quality teaching is fundamental to the successful outcomes for all children.

There are a number of barriers to educational achievement faced by eligible pupils in our school. Our reasoning behind using the pupil premium funding grant to deploy a range of activities is based on our barriers and research undertaken by the education endowment foundation.

We are responsive to common challenges and individual needs of pupils' we are determined to provide the support and guidance they need to help them overcome these barriers.

In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations indicate low attainment and slow progress rates made by some pupil premium/disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge. These children have been

	impacted by the school closures more than peers and this is supported by national data.
1	School data indicates that gaps in maths understanding has had a negative effect on the proportion of disadvantaged pupils at expected standards.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more widespread among our disadvantaged pupils than their peers.
3	Assessments, observations, suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	Internal assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils and this gap has widened since school closures.
5	Our observations and discussions with pupils and families have identified an increase in social and emotional issues for many pupils since the start of school closures. The number of pupils referred with wellbeing difficulties has notably increased. These challenges particularly affect disadvantaged pupils, including their attainment.
6	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 3% lower than for non-disadvantaged pupils. Where attendance gap had narrowed this has now widened again since school closures began. There has been a spike increase of 5%- the proportion of disadvantaged pupils 'persistently absent' compared to their peers during the last 18 months. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
Improved outcomes for disadvantaged pupils. Pupils maintain at least the standard	End of summer data for the next three years will show that 95 – 100% of disadvantaged children have made expected progress or greater from the previous summer

<p>of attainment they achieved at the end of the previous year reading writing and maths.</p> <p>Those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards.</p> <p>To ensure fallen behind children receive targeted high-quality intervention monitored by intervention leader.</p>	<p>and this is sustained throughout subsequent years in reading, writing and maths.</p> <p>End of summer data will also show that 10 – 20% of disadvantaged children will have made accelerated progress.</p> <p>Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.</p>
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>Improved reading attainment among disadvantaged pupils.</p>	<p>Year 1 phonics outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard in phonics.</p> <p>End of key stage 2 (2024/25) assessments show that reading attainment and progress is at least in line with non-disadvantaged pupils.</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard and attainment is at least in line with non-disadvantaged pupils.</p>
<p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that improved wellbeing is improved.</p>	<p>Family support worker/SENCo and Head teacher identify and support families and children and work to alleviate barriers to learning.</p> <p>Improved levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations- will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Sustained high attendance from 2024/25 demonstrated by:

- the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.
- the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 2% lower than their peers.

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue to work with qualified speech therapist in school to improve speech.</p> <p>Embedding oracy activities across the school curriculum- extending vocab, speaking, and listening activities.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>To continue to work with the DfE English hub to improve the quality of phonics teaching in school.</p> <p>Continue with the purchase of resources to support a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Continue with training of staff.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	3
<p>Improve the quality of social and emotional (SEL) learning.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life</p>	5

SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	(e.g., improved academic performance, attitudes, behaviour, and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £59,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our DFE English hub (Flying High)	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	3
Provide targeted, structured interventions to children across whole school using catch up funding and Pupil premium funding. Interventions to be monitored and evaluated by intervention leader. Interventions to be carried out by experienced teachers and Teaching Assistants within school.	School-based tutoring (5 teachers). 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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1

Teachers to provide one-to-one after school tuition to targeted pupils A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.		
Funding to cover the cost of a qualified counsellor.	Education Endowment Trust https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/parental-engagement	
Funding to cover Forest school's teacher and provide training and resources for forest schools teacher. Forest school's teacher to support Pupil Premium children during forest schools' sessions.	https://www.forestresearch.gov.uk/documents%20/805/fr0112forestschoolsreport.pdf%20https://www.forestresearch.gov.uk/%20re-search/forest-schools-impact-on%20-young-children-in-england-and-wales/	5

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

Budgeted cost: £49,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6

and continued employment of attendance officers to improve attendance.		
<p>All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences. This will be achieved through WOW funding for each year group to plan enriching experiences and activities, after school club funding for pupil premium children (3 clubs per year) and partially funded access to the residentials for all PP children.</p> <p>Music tuition for all children from year 2-6</p>	<p>Provision of a range of initiatives to extend children's experiences see www. Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully.</p> <p>Education Endowment Trust Toolkit</p>	All
<p>Pastoral Lead/SENCo and Head teacher identify and support families and children and work to alleviate barriers to learning.</p> <p>Vulnerable children to be highlighted and supported through Nurture sessions, positive play sessions, and Lego Therapy sessions.</p> <p>All new PP children are provided with a uniform purchase support to alleviate any potential financial barrier to attending school.</p>	<p>Education Endowment Trust https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/parental-engagement</p>	5

Total budgeted cost: £118,400

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 2022 to 2023 academic year.

School assessments in 2022/23 identified that disadvantaged pupils progress, and attainment has improved than previous years. In addition, the opportunities for an extended curriculum were met and a positive impact of social and emotional interventions. The outcomes we aimed to achieve in our strategy are on track to be achieved.

By the end of school year 2022/23 disadvantaged pupils made generally as good progress within the school year in the majority of cohorts and subjects compared to non pupil premium pupils.

Overall absence in 2022/23 was inline with lower national, however the proportion of persistently absent pupils was greater than the national picture. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 3% higher than their peers and persistent absence 5% higher.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health which were significantly impacted due to COVID-19-related issues and the impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
Maths and English Interventions	Connex Education
DFE English Hub	English Hub Flying High Trust

Service pupil premium funding (optional)

Measure	Details

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Further information (optional)