

# Lingey House Primary School & Nursery 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

Detail	Data
School Name	Lingey House Primary School
Number of pupils in school	435
Proportion (%) of pupil premium eligible pupils	27.12%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-2022
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Chloe Wilkinson
Pupil premium lead	Gemma Wrightson
Governor / Trustee lead	Karen Crozier

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£163,605
Recovery premium funding allocation this academic year	£16,675
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	£180.280

# Part A: Pupil premium strategy plan

## Statement of intent

At Lingey House Primary School we are an inclusive school where all are nurtured to become happy, confident and resilient learners. We want our pupils to reach their full potential developing their skills and equipping them to become active members of our school, community and society.

As a school we want to make the most effective use out of our Pupil Premium funding to ensure it has the best possible impact and outcomes for our pupils. When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced; this alongside research conducted by the Education Endowment Foundation (EEF). Our school is located in quintile four on the deprivation map, and quintile four for our pupil base meaning that many of our children have disadvantaged starting points. We also have a higher-than-average percentage of pupil premium pupils attending our school; however, this is not a clear picture the number would be higher but due universal free school meals in KS1 many parents of children eligible for pupil premium do not apply.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, a lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. Over the last year it has also been prevalent that our pupils are also struggling emotionally, with two lock downs and prolonged periods at home there had been a big impact on children’s mental health. Some children now lack in confidence and others lack the basic ability to get along and tolerate one another.

We aim to provide a consistently high quality of teaching and learning across school and we believe that teaching and learning opportunities should meet the needs of all of children. We aim for a consistent approach across the school and prioritise high quality CPD for all staff, including that which has a focus on addressing the more complex needs of individual children. We ensure that every child has opportunities to participate in wider enrichment activities to improve not only their attendance, confidence and readiness to learn but also their well-being.

However, currently as a school our KS1 attainment is significantly below the national average and our low prior attainers are not making the expected progress from KS1 to KS2. Their progress is significantly lower than low prior attainers nationally. Our aim is that all our Pupil Premium children make accelerated progress in core subjects so that their attainment is more in line with their peers. Where possible, we use same-day opportunities to close gaps in lessons through in the moment marking and high-quality feedback. We ensure that appropriate provision is made for our children, through effective assessment of needs and targeted support. Where appropriate, these children benefit from individual and group support programmes which best suit their individual needs.

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Most pupils who are eligible for PP funding are entering EYFS with Language and Communication skills well below their developmental age and stage.
2	Progress of children in receipt of PP funding is lower for Reading, Writing and Maths.
3	Attendance and punctuality of pupils in receipt of PP funding is significantly lower.
4	Some of our families have complex family backgrounds where parents are struggling with various issues which hinders their engagement with school and affects children's readiness to learn.
5	The Covid 19 pandemic has had a significant impact on pupils' mental health, wellbeing, resilience, and social skills, particularly those pupils in receipt of PP funding.
6	The majority of pupils, particularly pupils in receipt of PP funding have had limited enrichment opportunities due to COVID restrictions and Gateshead LEA Risk Assessments, which in turn has affected attainment.

## 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
<p>1. Very specialised and well targeted support is provided for our vulnerable children through effective quality first teaching, intervention programmes and targeted support (including phonics).</p>	<p>Additional vulnerabilities are addressed e.g. through SEND plans and support or through targeted intervention</p> <p>Children in receipt of PP funding make at least expected progress or exceed their targets set for Reading, Writing and Maths</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</p>
<p>2. Raise standards across school. Children in all key stages make accelerated progress in Reading, Writing and Maths.</p>	<p>The difference in achievement in reading writing and maths of children in receipt of PP funding will be diminished.</p> <p>Reading, Writing and Maths outcomes at EYFS, KS1 and KS2 will be in line or better than the national average for pupil premium.</p> <p>High expected progress made by children eligible for PP through high quality teaching and structured interventions. 1:1 or small group interventions will focus on addressing gaps in learning.</p> <p>Interventions are tailored to pupil needs and carefully chosen. Staff to receive CPD so that interventions are high-quality and well delivered. Progress is tracked to ensure that interventions are having the desired effect.</p> <p>Pupils will make rapid progress in acquiring basic skills and will be able to apply these in daily learning and in reading with fluency.</p> <p>Monitoring shows consistency in teaching and that CPD is used effectively and implemented by staff.</p> <p>Good practise is shared.</p> <p>NFER testing used at the end of the academic year to effectively assess and identify pupils falling behind in basic skills.</p>
<p>3. An improved knowledge of cognitive science will enable teachers to support the learning and retention of information in the classroom and construct well designed lessons.</p>	<p>An improved knowledge of cognitive science will enable teachers to support the learning and retention of information in the classroom.</p> <p>Monitoring shows pupils' cognitive load will be managed, and strategies are in use to strengthen memory of key concepts in all subjects. Retention of basic facts will be assessed, and an improvement will</p>

	be seen.
4. Improved attendance of PP premium children.	<p>Attendance of PP children to be at least in line with the national average and families who have persistently low attendance supported to overcome their barriers to attending school.</p> <p>Family Support Officer engages with families to build relationships and supports them to overcome barriers to get pupils to school.</p>
5. Improved relationships with hard-to-reach families	<p>Head Teacher – SENDCo – wellbeing leader identify families/children and strive to remove barriers to learning Vulnerable children are monitored regularly to ensure the correct support is in place Identified children will access nurture groups/1:1/CBT/ theraplay/drawing and talking/relax kids Children and family questionnaires show children feel safe and supported and listened to. Therefore, alleviating some barriers to learning.</p>
<p>6. Funding promotes equality of opportunity and provides a range of enrichment activities to all which will promote understanding of the wider world, build aspirations, promote confidence and self- esteem.</p> <p><b>Extra-curricular:</b> Pupil Premium learners are fully engaged and participating in the school's rich extra-curricular offer</p>	<p>A breadth of engaging experiences that are not provided in the home environment are provided to enhance pupils' cultural capital.</p> <p>Pupils take part in experiences and visits, both virtually and in school, which build on skills and knowledge from curriculum subjects taught in class.</p> <p>Pupil voice shows a greater understanding of the world around them</p> <p>Children's emotional needs are met, children are more settled, more able to access the curriculum and make accelerated progress</p> <p>Children's self-esteem and resilience is improved</p> <p>Children in receipt of PP funding make at least expected progress or exceed their targets set for Reading, Writing and Maths</p> <p>Monitoring of extra-curricular activity attendance to show that at least 20% of attendees are PP.</p> <p>Activity leads are aware of the need to promote PP attendance and promote/invite/prioritise PP learners.</p> <p>PP lead to monitor and ensure financial reasons are not used for non-attendance.</p>

## 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: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET.</p> <p><b>EEF Guide to the PP</b></p> <p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”</p> <p><b>EEF guidance report and online training Making the best use of teaching assistants</b></p> <p><b>EEF Early Language Development</b> reinforces the approach especially in terms of adult interactions- hence the need for additional staff to model this.</p>	1, 2, 5
CPD on Cognitive load from LEA to all teachers. AHT to attend CPD on Rosenshine’s principles £200 AHT to promote and monitor planning and delivery of whole school approach to support. TAs trained on how to foster resilience	<p>Cognitive science principles of learning can have a significant impact on rates of learning in the classroom. There is value in teachers having working knowledge of cognitive science principles.</p> <p><b>Metacognition EEF review</b> suggests investing in initiatives that improve pedagogy is a sensible use of funding.</p> <p><b>EEF toolkit</b> identifies: Metacognition and self-regulation strategies (+ 7 months)</p>	1, 2, 4
Ensure children in school receive good and outstanding quality first teaching and access quality feedback to enable progress. Ensure staff receive quality CPD	<p><i>Providing feedback is a well-evidenced intervention and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</i></p> <p><b>(EEF)</b></p>	1, 2, 3, 6

Embed a skills focussed approach to teaching writing following focused staff CPD	<i>On average, mastery learning approaches are effective, leading to an additional 5 months progress. (EEF)</i>	1, 2
Purchase of diagnostic assessment materials to identify baselines and progress made (NFER)	Standardised tests can provide reliable insights into the strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions/ teacher instruction. Standardised tests, Assessing and Monitoring Pupil progress, <b>(EEF)</b>	1, 2, 4, 6
Renewal of the purchase of Seesaw to provide children with access to online learning to support with homework and future online learning where needed.	Recommendations include integrating maths into different activities throughout the day – for example, at registration and snack time – to familiarise children with maths language and make the most of the school day. <b>(EEF)</b>	1, 2, 4, 5, 6
Introduction of Number Sense in to EYFS and KS1 to support the acquisition and understanding of number.	Recommendations include integrating maths into different activities throughout the day – for example, at registration and snack time – to familiarise children with maths language and make the most of the school day. <b>(EEF)</b>	2, 6
Specialist PPA teachers used to allow HLTAs and TAs time to deliver effective support.	The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. <b>(EEF)</b>	1, 2, 6

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality TA support in Key Stage 1 and 2 to address underachievement in basic skills development of children	<i>TAs skilled and trained to deliver programmes can have a hugely positive impact on progress.</i>  <i>1:1 and small group support brings about more positive benefits. For some children, working with TAs can improve attitudes to learning and reduce teacher stress. (EEF)</i>	1, 2
TAs lead a range of small group and 1:1 interventions in response to early identification of need – provide same day intervention for catch up purposes	<i>Evidence suggests that school level approaches to developing a positive school ethos or improving discipline also aim to support greater engagement in learning. (EEF)</i>	1, 2
School Senior Mental Health Lead and Family Support Worker to strategically lead mental health across school and offer support to all staff. TAs lead a range of small group and 1:1 interventions to enhance SEMH and cognitive provision and reduce in class distraction.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. <b>(EEF)</b>	1, 4, 5
Online resources: Times Table Rock Star, Accelerated Reader, Jigsaw Additional etc.	<b>EEF</b> indicates moderate impact for digital technology (+4 months)	2, 3, 4, 5, 6
Purchase new reading books to ensure	Both decoding (the ability to translate written words into the sounds of spoken language) and	2, 6

<p>children's books are matched to their phonological ability.</p>	<p>comprehension (the ability to understand the meaning of the language being read) skills are necessary for confident and competent reading. <b>(EEF)</b></p>	
<p>Intervention teacher using data effectively analyse to identify pupils who have gaps in their learning and support them to diminish the gap with their cohort.</p>	<p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. <b>(EEF)</b></p>	<p>1, 2, 6</p>
<p>Running Year 6 booster classes after school in the Spring term to help the pupils prepare for SATs in light of lost learning during the pandemic.</p>		<p>2</p>

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

Budgeted cost: £61,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide very specialised and well targeted support to our vulnerable children through effective partnership agreements: RISE, Kalmer Counselling and behaviour support.	<i>Evidence suggests that offering more specialised programmes which are targeted at children with either behavioural issues or behaviour and academic problems, will have a positive impact on attainment especially for older children. (EEF)</i>	3, 4, 5
Wellbeing groups and activities e.g. Relax Kids, Calmer Llama and internal support groups provided to ensure children maintain healthy minds as well as healthy bodies.	<i>Evidence suggests that school level approaches to developing a positive school ethos or improving discipline also aim to support greater engagement in learning. (EEF)</i>	4, 5
Subsidised school visits and visitors to school including residential visits to ensure equality of opportunity	<p><i>There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupil's access to high quality physical activity for the other benefits and opportunities it provides (EEF)</i></p> <p><i>The impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science learning. On average greater effects have been identified for younger learners however arts-based approaches may offer a route to re-engage older learners in school. (EEF)</i></p>	3, 4, 5, 6
Ensure high quality resources are available to support teaching and learning and fully engage children's interests e.g.	<i>Technology can improve outcomes for children. Evidence suggests that technology should be used to supplement other teaching; different technology has the potential to enable changes in teaching and learning interactions and it can motivate children to practise their</i>	2, 3

<p>through subscriptions to TT Rockstars, Accelerated Reader, Literacy Shed</p>	<p><i>skills more. (EEF)</i></p>	
<p>Appointment/use of Family Support Officer to improve punctuality and attendance identifying any barriers that. Family support worker will also build relationships with parents and help to break down any barriers to their children accessing school.</p>	<p>Communication should be two-way: consulting with parents about how they can be involved is likely to be valuable and increase the effectiveness of home-school relationships. <b>(EEF)</b></p>	

**Total budgeted cost: £181,000**

## 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 2021 to 2022 academic year.

**Very specialised and well targeted support is provided for our vulnerable children through effective quality first teaching, intervention programmes and targeted support (including phonics).**

- Staff endeavour to meet the needs of all pupils through their teaching, support given to pupils in lessons and lessons and through adapting resources and activities to meet the needs of all pupils.
- Interventions are timely and tailored to meet the needs of the pupils at Lingey House. SEND plans outline the specific needs of pupils and what we have in place to meet these needs.
- All children are closely monitored through the teaching of phonics ensuring they are on track to pass the Y1 phonics check. Pupils not on track, access daily interventions to help bring them back in line with their peers.
- Pupils who did not pass the Y1 check and the Y2 retake are receiving phonics in Y3 to improve their fluency in reading.
- Five staff in school have been trained to deliver White Rose interventions to support pupils who are not meeting ARE. This will pre-teach skills needed to strengthen their understanding and to access the next year's curriculum.
- Sometimes children's mental health can be a barrier to their learning this is targeted before their educational needs. Our mental health lead has developed a robust system in school to help staff identify and support pupils who need it.

**Raise standards across school. Children in all key stages make accelerated progress in Reading, Writing and Maths.**

- Reading is a strength across school, the training delivered by our reading lead has developed and strengthened our staffs awareness of the importance of pupils becoming immersed to initially to appreciate the authors style and vocabulary choices and the impact they have on the reader. It is too early to see the impact of this on pupils writing but this is an area of focus on this year's SDP and will be monitored closely throughout the year.
- For reading and maths our data shows that for KS2 we are in line with national data and in KS1 we are marginally lower than LA data but about 5% lower than national data. As a school we feel this is a result of our pupils missing school in some of their formative years. Pupil premium children have been more affected by Covid therefore it is going to take them longer to catch up.
- In the summer term refinements to our curriculum were made tailoring it to meet the needs of the pupils of Lingey House. Training was delivered to support staff in structuring teaching sequences to ensure they build on skills taught.
- Staff are much more confident in using the Gateshead GAP assessment tool to assess pupils and identify next steps in their learning.
- Step trackers have been introduced to monitor pupil progress and set end of year targets. This married with SEN review meetings and pupil progress meetings ensure appropriate support and interventions are identified for all pupils.
- The effects of the pandemic have not yet been overcome, due to lost learning especially in writing children's attainment is still not exactly where we would expect. More time is needed to embed core skills to allow pupils to start and develop their own style of writing.

**An improved knowledge of cognitive science will enable teachers to support the learning and retention of**

**information in the classroom and construct well designed lessons.**

- Staff training has been delivered on Pedagogy and Rosenshine's Principals which she has disseminated to staff. This has greatly developed their knowledge and understanding of cognitive load theory which has had a positive impact on their teaching and delivery of the curriculum.
- Staff meeting time has been dedicated to exploring practical resources to aid retrieval and support pupils cognitive load.
- The school time table has been adapted to allow for planned daily retrieval tasks in maths and English to develop and secure pupil's long term memory of key facts.
- Science curriculum has been redesigned so that it builds on prior learning and re-visits what has been taught in previous year groups to ensure pupils learn more remember more.
- English, maths and science lessons designed with pedagogy in mind to again ensure pupils are building their sticky knowledge.
- Pupil's cognitive load was a key focus of monitoring in the summer term across school. It was evident that staff were building in retrieval activities in their practice and strategies were in place to strengthen the memory of key concepts.

**Improved attendance of PP premium children.**

- Purchased A-Star attendance to monitor and review pupil attendance. Attendance is traffic lighted to help staff quickly identify issues.
- School is no longer authorising pupil holidays in line with Gateshead LA guidelines.
- School is implementing OPAL – enjoyment school play so more willing to attend
- Family support worker targeting families with low attendance and offering support.

**Improved relationships with hard-to-reach families.**

- The appointment of Hannah Morgarla-Finlay has been an asset to school. She had built strong relationships with some of our most vulnerable families who see her as a friendly supportive face and someone who they can reach out to.
- She offers support to all our families and harder to reach families are identified.
- More support has been offered over the last year than ever, referrals to early help have gone up which we see as a positive as our families are now accessing the help that they really need.
- As a school we set up our own set up TAF meetings to support parents.
- Staff are actively encouraged to have open lines of communication with parents.
- Home visits for pupils entering nursery are carried out to build initial relationships with parents.
- We use a variety of ways to keep in contact with parents and carers such as Facebook, newsletters etc.

**Funding promotes equality of opportunity and provides a range of enrichment activities to all which will promote understanding of the wider world, build aspirations, promote confidence and self- esteem.**

- Pupils have had access to a wide range of after school activities this year which are all free.
- All pupils are offered a logoed sweatshirt when joining reception.
- We have accessed a welly grant to support families in financial difficulty.
- We do not stipulate uniform has to be logoed and we have a uniform that can be cheaply sourced in many local stores.
- Uniform packages offered to families in need.

## 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>
Jigsaw	Jigsaw PSHE Ltd.
Times Table Rockstars	Maths Circle
Accelerated Reader	Renaissance
Seesaw	Seesaw
Kalmer Counselling	Kalmer Counselling

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	