

# Lingey House Primary School & Nursery Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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	404
Proportion (%) of pupil premium eligible pupils	31.43%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022 September 2023 September 2024
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	187,160.00
Recovery premium funding allocation this academic year	16,073.71
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	203,233.17

# Part A: Pupil premium strategy plan

## Statement of intent

At Lingey House Primary School we are an inclusive school where our pupils are nurtured and welcomed. We want our pupils to become confident, well rounded, happy and resilient learners keen to take on new challenges. We want all of our pupils to reach their full potential encouraging them to develop their skills, equipping them to become active members of our school, community and society.

Our school aim is to effectively target our Pupil Premium (PP) funding ensuring it has an impact on pupil outcomes. We recognise that disadvantaged pupils can face a wide range of barriers which may impact on their learning. School leaders are committed to ensuring our disadvantaged pupils receive high quality teaching which is at least good in every lesson, prioritising quality CPD for all staff. We ensure that disadvantaged pupils with learning loss or gaps receive timely interventions and the support they require; we believe that teaching and learning opportunities should meet the needs of all our children.

When prioritising use of PP funding it is important to consider the context of the school and the subsequent challenges faced by our community, alongside research conducted by the Education Endowment Foundation (EEF). Our school setting is in the top 20-30% of income deprived areas in the UK, meaning that many of our children have disadvantaged starting points. Our percentage of pupils accessing PP is 7% above the national average; 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.

Our ultimate aim is to accelerate progress, aiming to move pupils to at least age-related expectations and bringing them more in line with the achievements of their peers. We aim to provide all pupils with the opportunity to achieve their potential, including those who are already high attainers. Non disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Alongside academic support, we will ensure that our pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults to help remove any barriers to learning.

The strategy plan is not an exhaustive list and strategies may change and develop based on the needs of individuals. We recognise that in our setting, not all socially disadvantaged pupils are registered or qualify for Free School Meals. We will use the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged or vulnerable, including those with a social worker or young carer. 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.

## Challenges

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

Challenge number	Detail of challenge
1	Internal assessments show that pupils eligible for PP funding enter 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 Writing and Maths.
3	Due to the pandemic, there has been a two-year significant impact on education and effective transition in school impacting on children's resilience and well-being. Our pupils have limited opportunities to enrichment activities outside of school.
4	Some of our families have complex family backgrounds where parents struggle with various issues hindering their engagement with school. This links with children's readiness to learn, self-esteem, mental health, well-being, resilience and social skills.
5	Attendance and punctuality of pupils in receipt of PP funding is lower than national. 1% lower at the minute.
6	Pupils have a lack of good reading role models (linked to financial restrictions) which prevents children developing a love of reading and reading for pleasure.

## 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. Specialised, targeted support is provided for our disadvantaged and vulnerable children through effective quality first teaching, intervention programmes and targeted support (including phonics).</p>	<ul style="list-style-type: none"> <li>• Additional vulnerabilities are addressed e.g. through SEND, targeted, 1:1 and small group work.</li> <li>• Children in receipt of PP funding make at least expected progress or exceed their targets set for Reading, Writing and Maths.</li> <li>• The impact of teaching of Sounds Write can be seen in pupil's ability to read and spell.</li> <li>• Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</li> </ul>
<p>2. Raise standards across school. PP Children in all key stages make accelerated progress in Writing and Maths.</p>	<ul style="list-style-type: none"> <li>• 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. Progress is tracked to ensure that interventions have impact.</li> <li>• The difference in achievement in writing and maths of children in receipt of PP funding will be diminished.</li> <li>• Writing and Maths outcomes at EYFS, KS1 and KS2 will be more in line or better than national average for pupil premium.</li> <li>• Staff CPD continues to be a priority so interventions are high-quality and well delivered.</li> <li>• Monitoring shows consistency in teaching, that CPD is used effectively and implemented and good practise is shared.</li> <li>• NFER testing used at the end of the academic year to effectively assess and identify any pupils falling behind.</li> </ul>
<p>3. Funding promotes equality of opportunity and provides a range of enrichment activities to all (This includes access to visits and visitors and extra-curricular clubs)</p>	<ul style="list-style-type: none"> <li>• Provide a variety of engaging experiences that are not made available to pupils at home enhancing their cultural capital.</li> <li>• Experiences and visits build on skills and knowledge from curriculum subjects taught in class and pupil voice shows a greater understanding of the world.</li> <li>• Children's emotional needs are met, children are more settled, more able to access the curriculum and make accelerated progress.</li> <li>• Children's self-esteem and resilience is improved.</li> <li>• Children in receipt of PP funding make at least expected progress or exceed their targets set for Reading, Writing and Maths</li> <li>• Reintroduce family learning and offer family clubs to support parents in their ability to support their children at home.</li> </ul>

<p><b>Extra-curricular:</b> Pupil Premium learners are fully engaged and participating in the school's rich extra-curricular offer</p>	<ul style="list-style-type: none"> <li>• Monitoring of extra-curricular activity attendance to show that at least 20% of attendees are PP.</li> <li>• Activity leads are aware of the need to promote/invite pupils to PP clubs and enrichment activities. Consider mixed age clubs and the use of specialists to improve the uptake of places in PP learners.</li> <li>• PP lead to monitor and ensure financial reasons are not used for non-attendance.</li> <li>•</li> </ul>
<p>4. Develop relationships with parents and the social and emotional needs of our PP pupils are met and supported.</p>	<ul style="list-style-type: none"> <li>• Head Teacher, SENDCO and wellbeing lead strive to remove barriers to learning.</li> <li>• Vulnerable children closely monitored to ensure the correct support is in place. Identified children will access nurture groups, 1:1, CBT, Thera-play, counselling, drawing therapy and Relax Kids.</li> <li>• Children and family questionnaires show children feel safe and supported and listened to. Therefore, alleviating some barriers to learning.</li> <li>• Children are able to access their learning and have their SEMH needs met.</li> </ul>
<p>5. Improved relationships with hard-to-reach families leading to improved attendance of PP children.</p>	<ul style="list-style-type: none"> <li>• A Starr attendance used to monitor and track PP children.</li> <li>• Family Support Officer engages with families to build relationships and supports them to overcome barriers to get pupils to school.</li> <li>• 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.</li> <li>• Introduce coffee mornings where parents can access support from services such as housing, autism hub, hardship funds etc.</li> <li>• Toddler groups introduced improving communication and parental links with school.</li> </ul>
<p>6. Develop and foster a love of reading enriching language acquisition and the knowledge and understanding of our PP Children.</p>	<ul style="list-style-type: none"> <li>• Continue to invest in the school library and class sets of books to enhance children's access to high quality texts.</li> <li>• Use funding to develop a lending library for parents to loan books for themselves and to share with their children at home.</li> <li>• Introduce dedicated afterschool clubs to promote a love of reading in pupils who struggle to engage and enjoy their reading.</li> <li>• Develop systems to provide PP families with books at home appropriate to their age of their children.</li> </ul>

## 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: 73,006

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>            “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, 6
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. (EEF)</i></p>	1, 2, 3, 6
Embed a skills focussed approach to teaching writing following focused staff CPD	<p><i>On average, mastery learning approaches are effective, leading to an additional 5 months progress. (EEF)</i></p>	1, 2, 6
Purchase of diagnostic assessment materials to identify baselines and progress made (NFER)	<p>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, (EEF)</p>	1, 2
Renewal of the purchase of Seesaw to provide children with	<p>Recommendations include integrating maths into different activities throughout the day – for example, at registration and snack time – to familiarise</p>	1, 2, 3, 4, 5, 6

access to online learning to support with homework and future online learning where needed.	children with maths language and make the most of the school day. <b>(EEF)</b>	
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>	2,3
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, 4

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

Budgeted cost: £80,000

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, 6
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, 6
School Senior Mental Health Lead and Family Support Worker to strategically lead mental health across school and offer support to all staff.	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>	3, 4, 5

TAs lead a range of small group and 1:1 interventions to enhance SEMH and cognitive provision and reduce in class distraction.		
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, 6
Purchase new reading books to ensure children's books are matched to their phonological ability.	Both decoding (the ability to translate written words into the sounds of spoken language) and comprehension (the ability to understand the meaning of the language being read) skills are necessary for confident and competent reading. <b>(EEF)</b>	1,4, 6
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.	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>	2, 6

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

Budgeted cost: £61,025

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 Counselling and internal support groups provided to ensure children maintain healthy minds	<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>	3, 4, 5



as well as healthy bodies.		
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
Ensure high quality resources are available to support teaching and learning and fully engage children's interests e.g. through subscriptions to TT Rockstars, Accelerated Reader, Literacy Shed	<p><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 skills more. (EEF)</i></p>	2, 3, 4, 6
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>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. (EEF)</p>	4,5
Offer a breakfast club to PP children to support families with morning routines and promote better attendance. We also want children learn more and remember more and they are more prepared to do this when they have eaten. For some of our children we are their primary food source.	<p>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year (EEF).</p>	4,5

**Total budgeted cost: 203,233.17**

## 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.

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

### Service pupil premium funding (optional)

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

Measure	Details
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?	