

Pupil premium strategy statement – *Lingey House Primary School*

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	437
Proportion (%) of pupil premium eligible pupils	34.42% (111)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Chloe Wilkinson
Pupil premium lead	Joanne Jackson
Governor / Trustee lead	Karen Crozier

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£164,280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£600
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£164,880

Part A: Pupil premium strategy plan

Statement of intent

At Lingey House, we are committed to supporting all pupils and our goal is that all pupils, regardless of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We want all pupils to want to come to school, be their best and be confident, independent, successful learners. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that objective, including progress for those who are already high attainers.

Our simple, over-arching aim is to provide the highest possible quality educational experience for all our pupils, and nurture and support them to be the kindest, happiest and most academically successful versions of themselves that they can be!

We use a range of data sources to identify the main challenges affecting the progress and attainment of our pupils. The main aim is to address these challenges through high-quality teaching for all pupils, which is proven to have the strongest impact on those pupils eligible and also for those who are not.

Experienced, highly-skilled staff are used to close identified gaps (for targeted academic and mental / emotional support). We develop a culture of high expectations at Lingey House where all staff think deeply about the support of disadvantaged pupils. They strive to identify need at the earliest possible time and provide challenge in the work they set. We truly believe that supporting disadvantaged pupils is built upon a strong partnership between family and school.

Our recent Ofsted (February 2024) stated that: The school has high expectations of all pupils. The school is highly inclusive. Pupils, including those with special educational needs and/or disabilities (SEND), are supported effectively. Pupils achieve well. The school's curriculum is ambitious for all pupils, including pupils with SEND. Pupils study a broad curriculum. The curriculum is planned clearly from early years to Year 6

Our strategy is also integral to wider school plans for education recovery including targeted intervention support for pupils whose education has been worst affected, including non-disadvantaged pupils.

In order for our children to grow and do well the key principles of this plan are to:

- Use EY Pupil Premium funding to provide EYFS children with the best start to their education so that they are able to achieve their Early Learning Goals.
- Narrow the gap for those pupils not on track to achieve the expected standard at the end of EYFS, KS1 and KS2 especially in writing and maths.

- Identify additional needs and promote early and effective intervention to secure basic skills.
- Ensure there is support available to facilitate emotional and social development in addition to academic support.
- Continue to improve the attendance and punctuality of those children eligible for pupil premium funding.
- Work with families so that they feel more able to support their child.
- Enrich the lives of disadvantaged children by developing their cultural capital and wider curriculum experiences.

The activities outlined in this strategy are an integral part of our School Improvement Plan and other school action plans and is not an exhaustive list. Our strategy aims to support pupils deemed to be vulnerable, regardless of whether they are disadvantaged or not. This may include those who have a social work involvement and young carers.

Challenges

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

Challenge number	Detail of challenge
1	Data shows that pupils enter our EYFS below the expected developmental age and stage, especially in communication and language maths and literacy.
2	Internal data and Ofsted (Feb 24) identified writing as a school priority. This also links with the facts that many of our disadvantaged pupils have limited experiences which impacts their use of vocabulary and the development of writing skills.
3	Internal data and discussions with staff show that there are gaps in pupil's basic skills in maths. White Rose Maths includes many strategies for each calculation and concept which can be overwhelming for pupils.
4	Our attendance data shows that at the end of summer 2024 that disadvantaged pupil's attendance is lower compared to non-disadvantaged pupils. This trend has continued into autumn term 2024. We would like to reduce our persistent absentees so that children do not miss out on learning opportunities.
5	Observations and discussions with pupils' evidence that the majority of our pupils have limited experiences beyond their immediate environment

	and very limited cultural capital. This impacts on pupils understanding of elements of the curriculum: especially reading, writing and language and communication
6	Our ongoing discussions with pupils and their families show that a significant number of families require additional pastoral intervention to support their emotional well-being. This includes families facing financial difficulties. This can have an impact on parental engagement with school.

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>To improve oral language skills and vocabulary amongst disadvantaged pupils by the end of Reception.</p> <p>To improve attainment in maths and literacy by the end of Reception.</p>	<p>Assessments and observations indicate significantly improved oral language amongst disadvantaged pupils.</p> <p>Early Learning Goal data shows that the gap is narrowing between disadvantaged and non-disadvantaged pupils.</p>
To improve and sustain writing attainment across the school for all pupils especially disadvantaged pupils.	<p>KS2 writing results are at least in line with LA and NA at the expected standard by 2026/2027.</p> <p>The attainment gap between disadvantaged pupils and non-disadvantaged pupils is closing.</p>
To improve basic skills in maths across the school especially for disadvantaged pupils.	<p>KS2 maths results are at least in line with LA and NA at the expected standard by 2026/2027.</p> <p>The attainment gap between disadvantaged pupils and non-disadvantaged pupils is closing.</p>
<p>To achieve and sustain improved attendance for all pupils.</p> <p>To reduce the number of persistent absentees (PA) particularly disadvantaged pupils.</p>	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> - The attendance gap between disadvantaged pupils and non-disadvantaged pupils being narrowed - Reduced number of persistent absentees
To achieve and sustain improved well-being for all pupils in our school particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> -pupil voice, surveys and observations -reduction in behaviour incidents -increase in participation in enrichment activities (after school clubs) particularly amongst disadvantaged pupils

	-increase in families being financially supported, signposted etc
To improve and sustain good levels of parental engagement especially with our disadvantaged parents. To be able to continue signpost and support families to receive emotional and financial support.	Data to show that there is a year-on-year improvement in the levels of parental engagement from Nursery up to Year 6.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £53,855

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD including LA training, peer observations, coaching, staff meeting time.	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. (EEF) Supporting continuous and sustained professional development is crucial to developing teacher practice. (EEF) Providing training to the staff that deliver small group support is likely to increase impact. (EEF) Effective Professional Development Guidance Mentoring and Coaching of Teachers Research Report (EEF)	1,2,3
SLT and English Lead monitoring of writing across the school, to ensure there is high quality of teaching and learning.	Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. (EEF)	1,2
Consistent approach to marking and feedback across the school which is having an	Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies:	1,2,3

impact on pupil progress.	it provides specific information on how to improve. Feedback can be effective during, immediately after and sometime after learning. It is important to give feedback when things are correct – not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies. (EEF)	
Strengthen Cultural Capital opportunities throughout school: -visits and visitors -curriculum and enrichment opportunities	It is widely accepted that a person's level of cultural capital is a huge indicator of how well they are able to succeed academically and engage in wider society. (TES)	5
Effective use of NFER tests including the development of tracking tools.	Standardised tests can provide reliable insights into the strengths and weaknesses of each pupil to help ensure they receive the correct additional support. (EEF)	3
Strengthen the use of Number Sense and 10 town in EY and KS1.	Create opportunities for extended discussion of mathematical ideas with children. It is important to assess what children do, and do not, know in order to extend learning for all children. (EEF) Early Years Toolkit (EEF)	1,3
Improve mathematics curriculum to ensure that pupils are secure in the basic skills and can use standard method efficiently.	There must be a clear rationale for using a particular manipulative or representation to teach a specific mathematical concept. (EEF) Improving Mathematics in Key Stage 2 guidance (EEF)	3

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
1:1 and small group tuition for pupils in need of additional	TAs should aim to give pupils the least amount of help first. They should allow sufficient wait time, so	1,2,3

<p>support, delivered in addition to, and linked with, normal lessons.</p> <p>TAs to lead a range of 1:1 and small group interventions to address gaps in learning and basic skills.</p>	<p>pupils can respond to a question or attempt the stage of a task independently. TAs should intervene appropriately when pupils demonstrate they are unable to proceed. (EEF)</p> <p>Low attaining pupils particularly benefit from small group tuition. (EEF)</p> <p>Small group tuition has an average impact of 4 months additional progress over the course of a year. (EEF)</p> <p>Making a difference with Effective Tutoring Guide</p> <p>Making the Best Use of Teaching Assistants guidance</p> <p>(EEF)</p>	
<p>Continue to run end of Key Stage 2 booster classes in the spring term to consolidate skills, identify any misconceptions and increase pupil confidence.</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. (EEF)</p>	3
<p>Writing tool kits to be introduced to each year group to improve the writing process.</p>	<p>Giving pupils a reason to write—and someone to write for—can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes. (EEF)</p>	2
<p>Continue to use online resources such as: Times Table Rock Stars, Accelerated Reader etc to impact on pupil progress.</p>	<p>Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge. (EEF)</p> <p>Using Digital Technology to Improve Learning Guidance (EEF)</p>	3
<p>Monitor the impact that Lexia is having on pupils across the school.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. (EEF)</p>	2

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

Budgeted cost: £ 61,025

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide well targeted and timely support for our vulnerable and disadvantaged children.</p> <ul style="list-style-type: none"> -Free Breakfast Club -Signposting for emotional and financial support -Food, uniform and other financial support 	<p>Research in the US has shown that food insecurity in low-income households is linked with reductions in both cognitive and socio-emotional skills. (The Sutton Trust)</p> <p>There is some evidence that providing free, universal before school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance. (EEF)</p>	4,5,6
<p>Continue to track and monitor the attendance of all pupils especially our disadvantaged pupils:</p> <ul style="list-style-type: none"> - Explore the issue by going beyond the headline data - Build strong relationships to understand pupil context 	<p>Poor attendance at school is linked to poor academic attainment across all stages. (EEF)</p> <p>Although poverty and material deprivation are core factors perpetuating the attainment gap, research has also shown that other aspects of family background including parental values and attitudes are also important factors. (The Sutton Trust)</p>	4,6
<p>Develop the tracking of disadvantaged pupils including impact of well-being interventions, attendance, subject specific interventions.</p>	<p>Intensive support either 1:1 or small group can support pupil learning if provided in addition to and explicitly linked with normal lessons. (EEF)</p>	1,2,3,4,5,6
<p>Improve and track parental engagement across the school</p> <ul style="list-style-type: none"> -Develop Long Term Plan (LTP) for parental engagement. 	<p>Levels of parental engagement are consistently associated with improved academic outcomes, (EEF)</p> <p>Parental engagement strategies are typically more effective with parents of very young children. It is important to consider how you will maintain parental engagement as children get older. For example, providing flexible communications (e.g. short sessions at flexible times) might create opportunities for parents of older pupils to engage with school. (EEF)</p>	5,6
<p>Continue to support pupils in school</p>	<p>Social and emotional skills support effective learning and are linked to</p>	5,6

through them accessing a range of interventions: ELSA, Kalmer Counselling, The Nest, BU, Relax Kids etc	positive outcomes in later in later life. (EEF) Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. (EEF)	
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Total budgeted cost: £ 164,880

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Impact of Pupil Premium Funding (Previous Strategy)

Teaching

- Quality first teaching remains at the heart of our strategy for improving outcomes for all pupils, but it has been particularly effective for pupil premium students. Through rigorous monitoring and support, we have ensured that teaching is consistently of the highest standard across all subjects.
- CPD is a constant focus. By equipping our teachers with the latest pedagogical strategies, research-backed practices, and the skills to address the diverse needs of our pupils, we have seen improvement in classroom delivery. Specifically, training around inclusive teaching has ensured that disadvantaged pupils receive the targeted support they need to thrive in their learning.
- Incorporating standardised test materials, such as those provided by the National Foundation for Educational Research (NFER), has also had a significant positive impact. These materials have allowed us to track the progress of our pupil premium students more accurately, providing us with valuable insights into their strengths and areas for improvement. The use of standardised assessments has ensured that interventions are data-driven, enabling us to provide timely support tailored to the specific needs of our pupils.
- The school aims to provide all children with high quality teaching that meets the needs of all pupils. Support given to pupils in lessons through adapting resources and activities.
- The school time table continues to allow for planned daily retrieval tasks in maths and English to develop and secure pupil's long-term memory of key facts.
- All lessons are designed with pedagogy in mind to again ensure pupils are building their sticky knowledge.
- Pupil's cognitive load continues to be a focus when monitoring in school. Through monitoring it was evident that staff were building retrieval activities in to their practice and strategies were in place to strengthen the memory of key concepts.
- Monitoring of the teaching phonics has continued ensuring children are on track to pass the Y1 phonics check. Those not on track, access daily interventions to help bring them back in line with their peers. Children who did not pass the Year 1 phonics screening check are retested in Year 2. Over the last two years, 90%+ of our children have moved up to KS2 having passed the screening check.
- In Year 3, the teaching of phonics has continued to improve fluency in reading and ensure spelling is secure.
- White Rose interventions have continued to support pupils who are not meeting ARE. The intervention is designed to pre-teach children to help them their year groups learning.
- Children's mental health can also be a barrier to their learning. As a school we target this before their educational needs, the whole child is very important to us.
- Our mental health lead has developed a robust system across school to help staff identify and support children who need it. This is then tracked to show a graduated approach to the level of support pupils receive.

Raising Standards Across School

- Sounds Write is now embedded as our teaching programme for phonics across school. Staff are able to apply their training in class when supporting children in formulating spellings, completing written tasks and phonics.
- Where necessary, intervention groups are in place to help pupils close gaps in their knowledge and understanding.
- The teaching of reading continues to be a strength across school. As a school we offer the children a wide range of reading experiences through taught texts as well as extensive access to a wide range of texts in our library.
- Staff continue to value the importance of pupils becoming immersed in a text to initially to appreciate the author's style and vocabulary choices and the impact they have on the reader.
- Writing continues to be an area for development. While pupils are making progress, establishing a fluid writing style has proven difficult when children have so many gaps in their learning and many missed out on key fundamentals in EYFS and early years during COVID.
- Staff continue to work with pupils on their spelling, vocabulary, sentence structure and the composition of their extended writing; with this continued focus we expect to see a gradual improvement in writing attainment.
- In EYFS GLD is above LA and the national average.

EYFS			
GLD	LHPS	LA	National
	72%	67%	69%

- In KS1, phonics data was in line with the LA and national average at 80%. By the end of year two 91.3% of the cohort had passed the phonics screening check in preparation for the demands of KS2.

KS1			
Phonics	80%	80%	80%
Year 2 Reassessment (% of pupils moving into KS2 having passed the phonics screening test)	91.3%		

- KS2 data shows that for Reading, Maths, GPS and Science we are above national data. However, for writing we are lower than national meaning that our combined score for RWM is 60% which is only 1% below national average.

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KS2 SATs	EXS+			GDS		
	LHPS	LA	National	LHPS	LA	National
Reading	91%	76%	74%	40%	31%	29%
Writing	64%	72%	72%	7%	11%	13%
GPS	86%	75%	72%	42%	33%	-
Maths	83%	75%	73%	33%	24%	24%
RWM Combined	60%	62%	61%	5%	7%	8%
Science	90%		81%	-	-	-
Average Scaled Scores	Maths		106.18	Reading		108.09

Targeted Academic Support

- Effective targeted TA support continues across school to support groups and individual children as identified through on-going assessments in our provision maps/cohort improvement plans ensuring pupil's academic growth and mental health and wellbeing.
- At the end of the 2023/2024 academic year we developed a strategic plan for the deployment of TAs for the following academic year. This ensures all year groups have targeted support for the delivery of Maths and English in the mornings; on the afternoon's interventions are targeted and streamlined to ensure more pupils are picked up across school as the same interventions are not being repeated elsewhere.
- SEND plans have been reviewed and updated in line with the new Gateshead Council Thresholds Document. All children were evaluated against the new thresholds to ensure they received the appropriate targeted support.
- Training was provided to all staff to support this process and the completion of new documentation.
- The use of step trackers to monitor pupil progress and set end of year targets has continued. This along with SEN review meetings and pupil progress meetings ensure appropriate support and interventions are identified for all pupils.
- Supporting the emotional and social development of our students is key to their overall success. To address this, we have introduced the *Emotional Literacy Support Assistant (ELSA)* program, which has been a significant initiative in helping our Pupil Premium pupils deal with a range of emotional and social challenges. By providing targeted one-to-one and small group interventions, the ELSA program has helped children build emotional resilience, improve self-regulation, and develop positive social skills.
- We are committed to providing our Pupil Premium students with the tools they need to succeed academically. Our continued investment in *Accelerated Reader (AR)* has been vital in motivating pupils to engage with reading, fostering both their literacy skills and a love for reading. This program encourages independent reading and allows us to track pupil progress, ensuring targeted support where needed.

- The use of *Times Tables Rock Stars (TTRS)* has been particularly successful in improving pupils' fluency in multiplication, an essential skill for success in mathematics. This interactive, engaging platform makes learning fun and provides valuable data to track each pupil's development.
- The *Jigsaw* program continues to be a core element of our PSHE curriculum, focusing on social, emotional, and mental health education. It promotes positive relationships, personal growth, and resilience. For our Pupil Premium pupils, Jigsaw offers the opportunity to explore important issues such as friendship, emotional awareness, and self-esteem in a supportive environment.
- The continued offer of Year 6 booster classes, which have been targeted to address specific gaps in knowledge, boost confidence, and enhance key skills. This initiative has been designed not only to improve academic outcomes but to also support our disadvantaged pupils in overcoming barriers to learning that they may face.
- The evidence from our most recent assessments and pupil progress data demonstrates that this approach has made a significant difference. The targeted support in small groups allowed for personalised learning, where teachers could focus on the individual needs of each student, particularly those from disadvantaged backgrounds.

Wider Strategies

- The continued provision of Kalmer Counselling and Relax Kids has played a crucial role in enhancing our pupils' emotional resilience. Through targeted individual and group sessions, pupils facing personal challenges are provided with the support needed to manage anxiety, improve self-esteem, and develop coping mechanisms.
- Internal wellbeing groups, including RISE, ELSA, and Anxiety Gremlins, have been instrumental in helping our pupils develop emotional regulation skills. These groups offer a safe space where pupils can express their feelings and work through challenges with trained staff. With a strong foundation of mental wellbeing, pupils are now better equipped to tackle classroom challenges and achieve their potential.
- We continue to ensure that all pupils, regardless of financial background, have access to enriching experiences through subsidised school visits and residential trips. These experiences not only broaden pupils' horizons but also provide valuable opportunities for personal growth, team-building, and confidence-building. By breaking down financial barriers, we ensure that our disadvantaged pupils have the same opportunities for growth as their peers, leading to a more inclusive and equitable school community.
- The role of our Family support worker has been firmly embedded into our school's support network, providing a vital link between school and home. She works tirelessly to support families facing challenges, whether related to attendance, behaviour, or external pressures ensuring families have access to the resources and guidance they need, helping to remove barriers to learning both at home and in school.
- Our school Breakfast Club has been a critical strategy in supporting families who struggle with attendance and punctuality. By offering a welcoming space for pupils to start their day with a nutritious breakfast, we have seen an improvement in attendance and punctuality. This initiative not only addresses practical barriers but also fosters a sense of belonging and community, setting a positive tone for the rest of the school day.

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- Attendance of pupil premium pupils (92.9%) was still lower than non-pupil premium pupils (94.1%). However, extensive work has been done with our persistently absent families.
- A-Star attendance has continued to be used to track and monitor pupil attendance. Attendance is traffic lighted to help staff quickly identify issues.
- Our Family support worker makes regular contact with families to offer support with morning routines, getting to school and other barriers that may prevent them attending school.
- School is no longer authorising pupil holidays in line with Gateshead LA guidelines.
- We do not stipulate uniform has to be logoed and we have a uniform that can be cheaply sourced in many local stores. This is also signposted on our school website.
- Support in buying uniform is offered to families in need.
- Our families see our support team as a friendly supportive face and someone who they can reach out to. The uptake in families reaching out to school as their first point of contact for support has grown, highlighting the improvement in relationships between home and school.
- The school has a high level of referrals to early help which is seen as a positive that our families are reaching out to school and are accessing the help that they need.
- School actively run TAF meetings to support parents, identify areas of need/help and sign post parents to other agencies when possible or further support e.g. Em Bells Community Support Project and Edberts House.
- Staff are actively encouraged to have open lines of communication with parents.
- Home visits for pupils entering nursery have continued building strong initial relationships with parents. This has proven to be vital and has helped to identify early intervention and support for our new families.

We use a variety of ways to keep in contact with parents and carers such as Facebook, Arbor, newsletters etc.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Jigsaw	Jigsaw PSHE Ltd

Lexia	Lexia Learning Systems
Times Tables Rock Stars	Maths Circle
Accelerated Reader	Renaissance Learning
Seesaw	Seesaw
Kalmer Counselling	Kalmer Counselling
Arbor	Arbor
Number Sense	
10 Town	10 Town
Literacy and Spelling Shed	Ed Shed