

# 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	456
Proportion (%) of pupil premium eligible pupils	25.43%
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 2022
Date on which it will be reviewed	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	164,640
Recovery premium funding allocation this academic year	16,385
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	181,025

# 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 in line with 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 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> </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: £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>            “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 skill 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, <b>(EEF)</b></p>	1, 2
Renewal of the purchase of Seesaw to provide children with access to online	<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

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: £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, 6
TAs lead a range of small group and 1:1 intervention 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. TAs lead a range of small group and 1:1 intervention to enhance	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

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 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>	3, 4, 5
Subsidised school visits and visitors to	<i>There is a small positive impact of physical activity on academic attainment (+1 month). While this</i>	3, 4, 5



<p>school including residential visits to ensure equality of opportunity</p>	<p><i>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>	
<p>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>	<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>	<p>2, 3, 4, 6</p>
<p>Appointment/use of Family Support Officer to improve punctuality and attendance identifying any barriers that.</p> <p>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>	<p>4,5</p>

**Total budgeted cost: £181,025**

## 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.

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

- Targeted TA support continues across school. TAs are deployed to support groups and individual children as identified through on-going assessments in our provision maps/cohort improvement plans.
- Structured, timely interventions are tailored to the needs of pupils and have had a positive impact on pupil outcomes.
- SEND plans outline the specific needs of pupils and what we have in place to meet these needs.
- 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.
- 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.
- 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.

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

- 70% of staff are now Sounds Write trained, this ensures the lesson delivery is of a high quality. Staff are able to apply their training in class when supporting children in formulating spellings, completing written tasks and phonics intervention groups have been put in place to help pupil's close gaps in the knowledge and understanding.
- The teaching of reading continues to be a strength across school, children have continued to develop their VIPERS skills. This is apparent in their approach to unpicking a text and how they formulate their verbal and written responses. However, we are aware that the children need more opportunities to develop their fluency. This is currently being reviewed by SLT.
- Staff continue to value the importance of pupils becoming immersed in a text to initially to appreciate the authors style and vocabulary choices and the impact they have on the reader.

- We continue to focus on the improvement of writing as we acknowledge that this is currently a weak area across school. 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 an improvement in writing attainment.
- In EYFS pupils' good level of development is slightly above the national average, with children's word reading, writing, number and numerical patterns all above the national average.

EYFS			
GLD	LHPS	LA	National
	68.4%	67.6%	67.3%

- KS1 data shows that we are above national for reading, in line with national for maths and below national for writing. This results in our combined score for RWM is 51.7% which is about 4% lower than the national average.

KS1 SATs	EXS+			GDS		
	LHPS	LA	National	LHPS	LA	National
Reading	72.4%	67.5%	68.3%	12.1%	18%	18.8%
Writing	53.4%	59.6%	60.1%	3.4%	5.8%	8.2%
Maths	70.7%	70.2%	70.4%	19%	13.7%	19%
RWM Combined	51.7%	55.2%	56%	3.4%	3.9%	6.2%
Science	74.1%	77.2%	78.7%	-	-	-

- In KS1 phonics data was also slightly above national average at 79.7%, and by the end of year two 94.8% of the cohort had passed the phonics screening check ensuring they were ready for the demands of KS2.

KS1			
Phonics	79.7%	78.2%	78.9%
Year 2 Reassessment (% of pupils moving into KS2 having passed the phonics screening test)	94.8%		

- KS2 data shows that for Reading, Maths & GPS we are above national however for writing we are lower than national meaning that our combined score for RWM is 64% which is 5% above the national average.

KS2 SATs	EXS+			GDS		
	LHPS	LA	National	LHPS	LA	National
Reading	88%	76.9%	73%	36%	31.2%	28.9%
Writing	66%	72.8%	71%	12%	10.8%	13.6%
GPS	82%	75.7%	72%	36%	31.5%	30%
Maths	80%	75.9%	73%	20%	22.5%	23.9%
RWM Combined	64%	63.1%	59%	8%	6.5%	8%
Science	88%	81.2%	80%	-	-	-

- Staff confidence and experience has grown over time and judgements are more accurate. Staff can confidently plan next steps in pupils learning and tailor targets to meet the needs of individual children.
- 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.

**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.**

- In 2021-2022 the attendance of pupil premium pupils (92.34%) was still lower than non-pupil premium pupils (94.98%). 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.
- Where appropriate, the school mental health lead offers children access to Kalmer Counselling, Rise, Relax Kids etc to help pupils break down barriers to learning and overcome issues preventing them from attending school regularly.
- A free breakfast club is offered to PP children with low or falling attendance. Initially, the uptake was low however this has grown and many of our families are accessing this service. It also ensures that pupils are fed, relaxed going in to school and ready to engage with their learning.
- School is no longer authorising pupil holidays in line with Gateshead LA guidelines.
- School has embedded the OPAL programme (Outdoor Play and Learning) across school lunchtimes. The Platinum standards was awarded to school and since its introduction we have been able to extend our lunch times, giving children maximum time to play. The benefit of this is that our pupils are enjoying school more and are more willing to attend regularly.
- By opening up the school grounds, we have given the children access to a wide range of different environments and activities, brought everyone together, developed creativity, imagination and cooperation and children's resilience, stamina and confidence has grown.

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

- Our family support worker has continued to be a vital part of our school offer. She has continued to build and develop strong relationships with some of our most vulnerable and hard to reach families. Due to the demand for this service and the growing need and complexity of issues some of our families face, we have appointed a second family support worker to ensure the service we offer does not become diluted.
- 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.

#### **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.**

- We have continued to fully fund school visits and visitors to maximise pupil engagement in enrichment activities. This ensures all pupils have access to enrichment opportunities throughout their time at Lingey House.
- School continues to offer a wide variety of afterschool clubs that are free to all pupils to ensure maximum engagement for pupil premium children.
- All pupils are offered a logoed sweatshirt when joining reception.
- 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.

## 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
Spelling Shed	Ed Shed

## 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?	