



# Pupil Premium Strategy Statement

September 2021-  
July 2024

## 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	Laughton All Saints C of E Primary School
Number of pupils in school	115
Proportion (%) of pupil premium eligible pupils	(17 pupils) 14.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years Strategy aims and activities outlines below are for 2021-22 but reviewed annually in line with three-year overview intended outcomes.
Date this statement was published	22 <sup>nd</sup> November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Jenny Birks / DSAT
Pupil premium lead	Zoe O'Connor
Governor / Trustee lead	Carol Greaves

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 25,210
Recovery premium funding allocation this academic year	£3497 underspend 2021 £2755 2021-2022 Total amount recovery funding £6252
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	£31,462

## Part A: Pupil premium strategy plan

### Statement of intent 2021-24

At Laughton All Saints C of E Primary School, our aim is for **all** pupils to achieve their full potential regardless of educational barriers. We believe that in order for all pupils to achieve their potential, and for the school to offer a high quality and inclusive education, the following values are important:

- All pupils feel accepted
- All pupils feel loved
- All pupils achieve
- All pupils feel welcome
- All pupils access quality first teaching
- All staff know and understand the individual needs of the pupils

Reading is prioritised in our school. We believe that all pupils should crack the phonics code and learn to read as quickly as possible. From our Foundation Stage, all pupils have access to quality phonically decodable texts and an environment which is rich in vocabulary. Oracy skills are fundamental in the progress of pupils and, at Laughton, we ensure that pupils are given the opportunities to practise speaking and listening. Through the use of drama and performances, pupils develop their confidence and ability to speak aloud.

Using formative assessments, the barriers and areas to develop, for all pupil premium pupils, are swiftly identified and targeted. Through the use of the individual plans (OLPs), all pupil premium pupils' needs are prominent in their learning journey. Parents are fully informed of the individual needs of their pupil and how the support is identified. Pupils are tracked closely and progress monitored to ensure that all support is in place at the right time for the individual.

#### **We know that we will be successful when:**

- All pupil premium pupils make good progress.
- Any pupils falling behind quickly catch up, no one is left behind.
- Assessments are accurate and used effectively to impact on the development of the pupils.
- Assessments show that Pupil Premium pupils retain more information.

## Challenges

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

Challenge number	Detail of challenge
1 COVID	<p>As a result of Covid-19, following lockdowns, school closures and self-isolation a number of pupil premium pupils are highly likely to have experienced additional educational barriers. As a result of this, gaps within their learning are likely to have occurred.</p> <p>Towards the middle of lockdown 1 and during all of lockdown 2, not all pupil premium pupils who were invited in, attended. Despite school offering IT and equipment for engagement in learning, for some of our families, a lack of engagement with online lessons impacted their progress during these difficult times. For many of our pupil premium pupils, the lockdowns resulted in a detrimental impact on their progress and engagement. We are worried that, should a lockdown happen again, these pupils would struggle again.</p>
2 SEN need include language barriers.	<p>A high number of our pupil premium pupils, in each cohort, have additional SEN or Speech and Language needs and therefore need a greater degree of individual interventions.</p> <p>Following results from baseline and teacher assessments, it has been recognised that more pupils started our Foundation stage at a lower baseline than usual. As a result, a higher proportion of pupils entering Foundation Stage, since the pandemic, have more complex speech and language needs and under-developed language acquisition. This is particularly applicable to SEN and PP pupils.</p>
3 Phonics and Early Reading	<p>Virtual lessons in lockdown continued but were particularly challenging for younger pupils who were unable to maintain focus for longer sessions. Early reading and phonic skills were impacted more than other curriculum areas. Pupil premium and vulnerable pupils suffered more due to this, especially where parental involvement was an added consideration.</p>
4 SPAG and Writing	<p>The lockdowns and periods of self-isolation impacted on standards in SPAG, especially as during virtual lessons the application of SPAG into writing at length was a significant challenge. Since returning to school, pupils, in particular those pupil premium pupils, are not consistently applying their age-appropriate SPAG knowledge into their independent writing, to the same standard as pre-pandemic.</p>
5 Attendance	<p>Pupil Premium attendance is low compared to peers. Current attendance from September to November 2021–22 is 88% with 40% PA. Pupil premium pupils need to attend school to access high quality provision on offer.</p>

## 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
Pupil Premium pupils make good progress in all cohorts. The percentage of pupil premium pupils achieving expected or greater depth in Reading, Writing and Maths improves.	<ul style="list-style-type: none"> <li>- Pupil Premium pupils make good progress</li> <li>- A greater percentage of pupil premium pupils achieve ARE by the end of KS2 2022</li> <li>- Pupil Premium pupils achieve at least in line with Pupil Premium pupils nationally</li> <li>- Pupil Premium pupils in year 1 achieve well in their phonics screening</li> <li>- OLP targets are SMART and termly reviewed and reported to parents.</li> </ul>
Pupil Premium pupils access good quality first teaching at all times and in all subjects	<ul style="list-style-type: none"> <li>- Teaching remains at least good in all year groups. Teaching is based on current research and follows the DSAT Teach Simply model for teaching.</li> <li>- Any Pupil Premium pupil falling behind is quickly identified and receives appropriate interventions to help them catch up.</li> <li>- All Pupil Premium Pupils meet their individual targets set.</li> </ul>
Pupil Premium pupils with speech and language/ language acquisition gaps continue to improve over time.	<ul style="list-style-type: none"> <li>- Pupils with speech and language/ language acquisition needs are quickly identified and a programme of support is put in place.</li> <li>- Staff are trained to develop pupils' language acquisition.</li> <li>- Curriculum documentation identifies for curriculum language to be explicitly taught.</li> </ul>
An increased number of Pupil Premium pupils achieve well in literacy	<ul style="list-style-type: none"> <li>- Staff are highly skilled to develop the RWI (Read Write Inc)</li> <li>- Any pupils falling behind are given support to catch up</li> <li>- The percentage of Pupil Premium pupils passing phonics increases</li> <li>- Pupils in KS2 apply their SPAG knowledge to writing at length (book scrutiny evidence)</li> </ul>
Pupil Premium pupils are attending school every day to access high quality education and their attendance is in line with non-PP pupils	<ul style="list-style-type: none"> <li>- Robust attendance tracking for each PP child</li> <li>- Meet with parents to support with attendance</li> <li>- Offer and engage with Early Help is attendance does not improve</li> <li>- Pupils show good attendance across the year</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: £3,590

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To further develop excellence in teaching with the focus on strategies to ensure learning is placed in the long-term memory: pupils to know and remember more.</i></p> <p>Staff training linked to the DSAT Teach Simply Model with a focus on generative learning, working memory and retrieval practice and schema building.</p>	<p>Internal data and monitoring outcomes.</p> <p>Research linked to: publications (Rosenshine, Generative Learning)</p>	<p>1-4</p>
<p><i>To further accelerate progress of pupils in phonics and literacy skills.</i></p> <p>Additional staff training and development days through RWI to further develop staff confidence and expertise in phonics. (£1425)</p> <p>To improve the Spelling programme to improve the SPAG retention and application in KS1 and KS2. (£560)</p>	<p>EEF research evidences that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</p> <p>Using the Pupil Premium Funding to improve teaching quality benefits all pupils and has a particularly positive effect on pupils eligible for the Pupil Premium funding.</p> <p>While the Pupil Premium is provided as a different grant from core funding, this financial split should not create an artificial separation from whole class teaching.</p>	<p>3-4</p>
<p><i>Targeted booster support for Pupil Premium pupils who have gaps in learning and are not on track to make good progress.</i></p> <p>Diagnostic assessments purchased to identify any gaps in learning for all pupils.</p>	<p>SHINE previously used- following detailed analysis of the intervention and the impact on the progress of the pupils it was identified as an excellent resource to use.</p> <p>Whole trust investment in the NTS as it is a quality resource which standardises scores and</p>	<p>1-2</p>

Assessments tool linked to the SHINE interventions to provide quality interventions match to individual needs of Pupil Premium pupils. NTS assessments and SHINE purchased: £1430	provides detailed analysis to support pupils' progress.	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £27,372

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Phonics and Early Reading Support</i></p> <ul style="list-style-type: none"> <li>- Work with RWI to further develop staff expertise at delivering phonics confidently.</li> <li>- RWI lead in school to attend training sessions and training through the RWI specialist.</li> <li>- Spelling introduced to the RWI programme</li> <li>- Purchase further RWI resources including more phonically decodable books and book bag books.</li> </ul> <p>£5000</p>	DfE Research into validated phonics programmes	3
<p><i>Language Acquisition and development</i></p> <ul style="list-style-type: none"> <li>- Implementation of NELI programme to support language development in FS2.</li> <li>- Disadvantaged pupils targeted through the support of the Communication Champion</li> </ul> <p>£1,000</p>	EEF Toolkit: Oral Language Interventions	2
<p><i>Targeted interventions:</i></p> <ul style="list-style-type: none"> <li>- Small group and one to one support to address any gaps in attainment.</li> <li>- Booster groups of all Pupil Premium pupils including year 6</li> <li>- Additional 1:1 tutoring intervention</li> </ul>	Evidence consistently shows (EEF) the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic	1,2

<ul style="list-style-type: none"> <li>- Additional 1:1 reading for all Pupil Premium pupils</li> <li>- Purchase of NTS assessments to identify gaps and target specific areas of need</li> <li>- SHINE interventions daily for identified for Pupil Premium pupils with gaps.</li> <li>- Over staffing to support interventions above £21,372</li> </ul>	<p>support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p>	
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### **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £500

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p><i>Fund contributions to visits for FSM pupils including residential</i> £500</p>	<p>Positive impact for pupils who attend residential visits. The funding enables equality of opportunities. Raises pupils' aspirations and life chances. Support for the well-being of pupils is achieved in order to enable them to access learning and quality first teaching.</p>	<p>5</p>
<p><i>Attendance</i></p>	<p>Rewrite and embed a new attendance policy Design and implement a robust tracker to focus on individual children and track their attendance regularly Introduce incentives and celebrate attendance through certificates and letters home Clearer and more regular communication to take place between home and school</p>	<p>5</p>

**Total budgeted cost: £ 31,462**



## 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 2020 to 2021 academic year.

### 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
SHINE	Rising Stars
NTS	Rising Stars

### Service pupil premium funding

*Due to COVID-19, performance measures have not been published for 2020 to 2021.*

Standardised teacher administered tests:

Teacher Assessment 2020/21				
	Number PP pupils	Reading	Writing	Maths
Outcomes for Y1 PP pupils 2020/21 Teacher Assessment	2	0% Exp+ 0% GDS	0% EXP+ 0% GDS	0% EXP+ 0% GDS
Outcomes for Y2 PP pupils 2020/21 Teacher Assessment	2	50% Exp+ 50% GDS	50% EXP+ 50% GDS	50% EXP+ 50% GDS
Outcomes for Y3 PP pupils 2020/21 Teacher Assessment	3	0% Exp+ 0% GDS	0% EXP+ 0% GDS	0% EXP+ 0% GDS
Outcomes for Y4 PP pupils 2020/21 Teacher Assessment	5	20% Exp+ 20% GDS	0% EXP+ 0% GDS	40% EXP+ 0% GDS

Outcomes for Y5 PP pupils 2020/21 Teacher Assessment	3	33% Exp+ 0% GDS	33% EXP 0% GDS	33% EXP+ 33% GDS
Outcomes for Y6 PP pupils 2020/21 Teacher Assessment	2	0% Exp 0% GDS	0% EXP 0% GDS	0% EXP 0% GDS
<b>Strategy used 2020/21:</b>		<b>Evaluation:</b>		
<p><b><u>Teaching:</u></b></p> <p>All pupils access rich vocabulary, both verbal and written. Achieve at least national average progress scores in KS2 Reading. All pupils use rich experiences as a basis for detailed learning. Achieve at least national average progress scores in KS2 Writing. Maths mastery embedded through school. Achieve national average progress scores in KS2 Maths. 100% PP pass Phonic Screen (2 pupils). Learning Powers fully embedded across school. Enterprise fully embedded across school. Debating Club run by children.</p>		<p><b><u>Teaching strategies:</u></b></p> <p>Novel study embedded &amp; lesson observation demonstrates focus on planned enrichment of vocabulary building.</p> <p>Lesson observation demonstrates focus on planned opportunities for deep learning opportunities based on rich experiences.</p> <p>Mastery becoming embedded: training for 50% of teachers postponed until autumn 2020.</p>		
<p><b><u>Targeted support:</u></b></p> <p>Year 5 and Year 6 support assistant to allow teacher focus</p> <p>Nurture Group to support the most complex SEND PP pupils.</p>		<p><b><u>Targeted support strategies evaluation:</u></b></p> <p>Use of knowledgeable TA for Y6 maths curriculum ensured good progress.</p> <p>Nurture group ongoing and successful.</p>		
<p><b><u>Other approaches:</u></b></p> <p>To engage with new Attendance Pathway with Early Help Support and enforce FPN threshold. Continue with Attendance Club. Fully embed a culture of pupils' independence, self-regulation and life skills. (Learning Powers, Debating Club through school)</p>		<p>All embedded but timescale restrictions due to lockdown. Further embed.</p>		