

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	Poulton Lancelyn Primary School
Number of pupils in school	421
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 2021/22-2024/25
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Local Governing Body
Pupil premium lead	C. Arnold
Governor / Trustee lead	S. Cotton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39454
Recovery premium funding allocation this academic year	£3335
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£42789

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Supporting pupil's social and emotional mental health and resilience.
2	Overcoming individual barriers in English and mathematics
3	Pupils' progress has been impacted by national lockdowns
4	Providing pupils with wider cultural capital opportunities

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
To support pupils with their mental health and resilience	100% of KS2 disadvantaged pupils to attend focused sessions based on SEMH through internal and external support (pastoral support/Thumbs Up/ADHD Foundation/Lego Therapy)
To overcome individual learning barriers through improving teaching quality in English, maths and pedagogical approaches to teaching	80% of disadvantaged pupils to achieve age related expectations in Summer 2022 internal testing
To accelerate pupil progress through short, focused interventions to reduce the impact of national lockdowns	80% of disadvantaged pupils to achieve age related expectations in Summer 2022 internal testing
To offer all disadvantaged children the opportunity to increase their cultural capital through targeted activities	100% of disadvantaged children to attend wider school opportunities including: forest school, at least 1 extra-curricular activity, trips (museums, residential, theatre) or attend in-school music tuition

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: £ 21,395

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy Company – embed a consistent and progressive approach to planning, implementation and assessment of writing	EEF Improving Literacy in Ks1 and 2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	2 and 3
Maths Hub – further development of teaching for	EEF improving Maths in Ks1 and Ks2	2 and 3

Maths Mastery throughout the school	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	
Early Career Teachers – improve the quality of teaching and learning through targeted training and mentor support following the Early Career Framework	DfE Early Career Framework https://www.gov.uk/government/publications/early-career-framework	2 and 3
Pedagogical support – employ lead practitioners to develop questioning and retrieval across the curriculum	Rosenshine's Principles of Instruction https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Instruction-Rosenshine.pdf	2 and 3
Employ additional teaching assistants to provide small group tuition/individual support in phonics and maths	EEF small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2 and 3
Structure staffing to have a third teacher to support in a specific year group with a higher percentage of disadvantaged pupils	EEF small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2 and 3

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

Budgeted cost: £ 11,125

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement small group, focused interventions for those disadvantaged pupils falling behind Age Related Expectations and/or their Prior Attainment Group in Reading, Writing and Maths	EEF small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2, 3
Implement bespoke 1-1 tuition for those disadvantaged pupils falling behind Age Related Expectations and/or their Prior Attainment Group in Maths using 3 rd Space Learning and Spelling using the Nussy Programme	EEF one to one tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2, 3
Utilise the services of Speech and Language therapists to	EEF Improving Literacy in Ks1 and 2 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2, 3

support pupils as assessed at below Age Related expectations for language and communication	learning-toolkit/oral-language-interventions	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,269

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve pupils' well-being, resilience, cultural capital and motivation with access to a wide range extra-curricular provision (Clubs, Forest School, Residential visit subsidies, Oak Trees MAT Challenge)	EEF Physical Activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	1, 4
Utilise internal and external mental health and well-being specialists for successful implementation of a range cognitive behaviour therapies, mindfulness, social stories and anxiety programmes for pupils (pastoral support, ADHD Foundation, Lego Therapy, Thumbs Up, CAMHs support)	EEF Social and Emotional Learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1
Implement a specialist music tuition offer for pupils	EEF Arts participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	4

Total budgeted cost: £ 42,789

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

The details of the [impact that our pupil premium](#) activity had on pupils in the 2020 to 2021 academic year can be found on our 2020/21 review document on the school website.

Externally provided programmes

Programme	Provider
Thumbs Up SEMH Courses	Thumbs Up
Forest School	GROW Well-being Forest School