

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	420
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years 2021/22-2024/25
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
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	£40,243
Recovery premium funding allocation this academic year	£3335
Tuition Funding	£2663
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	£46231

# 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: £25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed a consistent and progressive approach to planning, implementation and assessment of writing. Take support from OTMAT	EEF Improving Literacy in Ks1 and 2 <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	2 and 3
Maths Hub – further development of teaching for Maths Mastery throughout the school making effective use of the 'Power Maths' resource	EEF improving Maths in Ks1 and Ks2 <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a>	2 and 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 <a href="https://www.gov.uk/government/publications/early-career-framework">https://www.gov.uk/government/publications/early-career-framework</a>	2 and 3
Pedagogical support – employ lead professionals to develop	Rosenshine's Principles of Instruction <a href="https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf">https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf</a>	2 and 3

questioning and retrieval across the curriculum		
Employ additional teaching assistants to provide small group tuition/individual support in phonics and maths	EEF small group tuition <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 2 and 3

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

Budgeted cost: £12,000

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 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	2, 3
Implement bespoke 1-1 tuition for those disadvantaged pupils falling behind Age Related Expectations and/or their	EEF one to one tuition <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	2, 3

Prior Attainment Group in Maths using the Nesy Programme		
Utilise the services of Speech and Language therapists to support pupils as assessed at below Age Related expectations for language and communication	EEF Improving Literacy in Ks1 and 2 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1, 2, 3

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

Budgeted cost: £10,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
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 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	1, 4
Utilise internal and external mental health and well-being specialists for successful implementation of a range	EEF Social and Emotional Learning <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1

cognitive behaviour therapies, mindfulness, social stories and anxiety programmes for pupils (pastoral support, ADHD Foundation, Lego Therapy, Thumbs Up, CAMHs support)		
Implement a specialist music tuition offer for pupils	EEF Arts participation <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	4

**Total budgeted cost: £ 47,000**

## Part B: Review of outcomes in the previous academic year 2021-2022

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Externally provided programmes

Programme	Provider
SEMH support programmes for classes, groups and individual	'Thumbs Up' Education
Therapist support & staff CPD	ADHD Foundation
Specific SALT assessment programmes	Speech and Language Therapist

### Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Pastoral intervention as required
What was the impact of that spending on service pupil premium eligible pupils?	Pupils were supported through counselling programmes to manage anxiety and worry. Well-being scaling (internal measure of impact) showed improved scores for those children accessing the strategy