# 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

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| Detail | Data |
| School name | Lache Primary School |
| Number of pupils in school | 189 (excl Nursery) |
| Proportion (%) of pupil premium eligible pupils | 57.5% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 3 Years |
| Date this statement was published | 15th December 2021 |
| Date on which it will be reviewed | 15th December 2024 |
| Statement authorised by | Kate Seager (Headteacher) |
| Pupil premium lead | Dean Scott-Scarth (Deputy Headteacher) |
| Governor / Trustee lead | Diane Clarke |

# Part A: Pupil premium strategy plan

The Pupil Premium was introduced in April 2011. This money comes from the government and is determined by the number of children in the school who are or have been on Free School Meals in the last six years or who are Looked after Children, in the care of the local authority continuously for more than six months (CLA) or adopted from public care on or after 30th December 2005, or those from families whose parents are currently serving in the armed forces.

The Pupil Premium is additional to main school funding and it will be used to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most.

The amount of funding allocated to Lache Primary School was 2022-2023 is £155,00

The impact on attainment of Pupil Premium children is closely monitored, however, compared to schools nationally the percentage of children entitled to this funding is low therefore we look at the progress of these children on an individual level – it is difficult to look at trends of performance.

Some children who receive pupil premium funding also have Special Educational Needs.

Children’s education and welfare is at the heart of our school and all staff demonstrate a genuine care for all pupils which is evident daily. We believe in all children achieving their full potential and therefore constantly strive to remove any barriers, so that all children, regardless of their circumstances can thrive in a supportive and purposeful environment.

## Statement of intent

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Barriers to learning for individual pupil premium children throughout the school, with regard to disadvantage and the Covid-19 crisis. |
| 2 | Very low language and social skills on entry to school at reception baseline data demonstrates around |
| 3 | Poor early reading skills and low levels of mathematical understanding contribute to delayed improvement in other Prime and Specific areas in Early Years and outcomes in Key Stage 1 and 2 |
| 4 | Lower attainment in writing across the school due to language/vocabulary choices, grammatical application of skills, cohesive devices and confidence in the use of these |
| 5 | Deprivation in the home environment and delayed development contributes to poor social skills, aspiration and work ethic, resulting in poor learning behaviours, particularly in two of the junior classes. |
| 6 | Weak attendance and limited support from parents / carers to improve attendance and punctuality. (2021 whole school – 91.7%) |
| 7 | Social interactions, attachment and environmental pressures for a number (around 10%) of pupils has a detrimental effect on their ability to engage in school often starting the day badly. |
| 8 | High number of children identified within the continuum of need for social care, looked after and with family members absent or experiencing high levels of deprivation, demonstrating negative learning behaviours and varying levels of engagement. |
| 9 | High number of children with emotional and social difficulties resulting in behavioural problems, such as anger and low self-esteem, as a result of poor parenting skills. |

## 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.

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| Intended outcome | Success criteria |
| Improved outcomes to close the attainment gap between Pupil Premium pupils and non-PP pupils at end of KS2 in Reading, Writing and Mathematics  (Attainment for 2021/22= R 52%, W 52%, M61%)  (Attainment for 2022/23= R 75%, W 69%, M69%) | Sonar Tracker (Formative Assessment and Summative Assessment) are completed and used to compile and analyse evidence of pupil attainment and progress each term.  Progress Meetings held each term to scrutinise attainment and progress and put intervention in place to move toward the ***Intended Outcomes***. |
| Improve outcomes to close the attainment gap between Pupil Premium pupils and non-PP pupils at end of KS1 in Reading. Writing and Mathematics  (Attainment for 2021/22= R 83%, W 79%, M 83%)  (Attainment for 2022/23= R 100%, W 100%, M75%) | Sonar Tracker (Formative Assessment, test data and Teacher Judgement) are completed and used to compile and analyse evidence of pupil attainment and progress each term.  Progress Meetings held each term to scrutinise attainment and progress and put intervention in place to move toward the ***Intended Outcomes***. |
| Improved phonics attainment, closing the gap between PP and non PP, nearing the National expectation.  (Attainment 2021/22=75%)  (Attainment 2022/23) – Year One: 62% (9 of 13 SEND Support)  Year Two: 54% (8 of 13 SEND Support) | Children make rapid progress with acquisition of Phonics Percentage of children at end of Phase 3 by end of EYFS to increase to 70%.  Assess impact and implementation half termly  Use SIMS data, Sonar Tracker and phonic tracking to assess progress  ‘Reception Interventions’ record sheets. |
| Improved reading, writing and mathematical skills in EYFS to close the attainment gap, nearing the national expectation. | 50% of children achieve the ELG in reading by the end of EYFS  Assess impact and implementation half termly  Use SIMS data, Sonar Tracker and phonic tracking to assess progress  ‘Reception Interventions’ record sheets.  Evaluate effectiveness of programme using Development Matters tracking (SIMS) |
| Attendance nearer to national expectations for all schools and at least in line with similar schools - 95%  (2021-2022 - 90.7%)  (2022-2203: 91.9%) *National PP Attendance: 91.0%* | Improved attendance and punctuality of Pupil Premium pupils.  Attendance is improved from preceding year.  Target >95% attendance.  Reduction of unauthorised attendance to <1.5%  Reduction of Persistent Absence to <12%  Daily check and follow ups – JE and HL follow-up with staff.  Attendance reviewed on a weekly basis by Attendance Team and attendance panels on half termly basis.  Informal and Formal Meetings chaired by KS (Head) and DSS (Deputy)  Ongoing FWO/LM leading to PAEWO support for persistent absenteeism and lateness.  Report to Pupil Premium Champion at Attendance Team Meeting with half termly analysis. |
| Reduction in the frequency and intensity of incidents challenging behaviour and disruption to learning with greater levels of engagement for all pupils, resulting in positive learning behaviours in all lessons. (2021/22: Reduction in number of incidents by 10%)  (2022/23: Reduction in number of incidents by 5%) | Staff observed to be following the Trauma Informed and Attachment Aware Behaviour Policy.  Challenging behaviour incidents decrease (analysed using CPOMS) and positive learning behaviours can be seen in all classes.  Review learning behaviours within classes through formal observations and drop ins  Analyse of CPOMS (monitored each day with Half Termly Report) |
| Improved understanding of the wider world, aspiration and willingness to engage in school life to learn. | Improvement of pupils’ ability to apply themselves to learning.  Positive learning behaviours established and lead to improved outcomes.  Improvement in pupil’s appetite for learning, e.g. Reading, with the associated increase in attainment and progress. |
| Pupil Premium Recovery **- £14,880** | Grade 4 Teaching Assistant to carry out interventions; Maths, Reading and Phonics in Key Stage One and Year Five.  Small Group Intervention for Phonics (Y4): targeted intervention for children at risk of not reaching ARE.  Small Group Reading support to support fluency and comprehension using Guided Reading.  Small Group Maths Intervention (Power Maths): targeted intervention to support children following the mastery approach to Maths.  Support using Concrete, Pictoral and Abstract concepts and strategies. |

# Further information (optional)

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| Making the Difference for Disadvantage Pupils (Action Plan)   * To develop parental engagement through workshops start at 3.00, parent pledges sign up to two items out of 5?, * Reading before school in classes * To work alongside other schools from family of schools on EEF who have a proven track record of improving provision and attainment for their PP children. * Understand the tiers approach from EEF * Review publish research and create actions to implement *(Effective classroom strategies for closing the gap in educational achievement…)* * Investigate feedback/metacognition and the impact it can have – link with schools who have already embedded * Attendance team to develop new strategic approach to tackling attendance * Create data snapshot sheet for areas of weakness for PP e.g. phonics, early years strands, maths, comprehension * Actions from the reading framework to be embedded throughout school. Observations specifically focussing on these areas in all subjects. * Review the impact of mentor meets with year 5 and 6 |