

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Lily Lane Primary School
Number of pupils in school	617
Proportion (%) of pupil premium eligible pupils	49.76%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 2021-2024
Date this statement was published	January 2022
Date on which it will be reviewed	December 2022
Statement authorised by	Julia Clark
Pupil premium lead	Sharon Oldham
Governor / Trustee lead	Keith Hulton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 412,915
Recovery premium funding allocation this academic year	£ 45,095
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 3,634,652

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

Our aims for pupils entitled to pupil premium are:

- To make good or better progress and achieve high attainment across all subject areas
- To have excellent attendance
- To be able to access learning at home
- To have individualised approach to addressing barriers which are impacting on their learning
- To benefit from recovery premium funding through effective delivery of individual tutoring and catch up programmes
- To have a well-developed vocabulary and rich experiences which impact positively on cultural capital
- To thrive

The analysis of data across the school identifies that the gaps in attainment between pupils who receive pupil premium and those who do not has widened during the pandemic. Prior to this school data was mixed with PP children sometimes matching or on occasion exceeding non-PP.

Digital poverty, hunger and poor overcrowded accommodation has made it difficult for many families to engage in home learning. The key learner (PP) children who attended school during lockdown thrived during this time. In addition to this a phenomenal effort was made to provide books, resources, paper-based learning and food for children learning at home.

High-quality teaching, developing self-regulated learners and high expectations for all is at the heart of our approach, with a focus on the areas in which pupils entitled to pupil premium require the most support.

Our strategy ensures a core offer to all children and PPG enables access for all. This ensures those receiving PPG to have access to the same provision. This includes catch up provision, arts provision, adventure learning, residential and extra-curricular activities, breakfast, ASC and holiday provision. Our intention is that all pupils, irrespective of the challenges they face, make good progress and achieve high attainment across all subject areas.

We also consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers.

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.

Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped oral language skills and vocabulary gaps on entry to Nursery and Reception and general school readiness. This impacts on all areas of the curriculum but in particular progress with phonics, reading and writing.
2	Language deficit and range of vocabulary impacts across curriculum
3	Speech, language and communication needs across school, especially for younger children (Up to Y4)
4	Impact of lockdowns and partial school closures has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and writing.
5	Hunger, digital poverty, poor access to books and poor-quality overcrowded housing has contributed to gap widening between peers
6	Attendance and punctuality of pupil premium pupils
7	Increase in identified social and emotional needs for many families during school closure. Parent requests for support from external agencies have markedly increased during the pandemic, including contact with social services and police.

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
Children receiving PPG make good progress in all areas with a particular focus on	-morning meeting model successfully implemented and showing impact EYFS-Y2

<p>vocabulary and language acquisition in EYFS and KS1</p>	<ul style="list-style-type: none"> -all children in KS1 assessed for Speech and language and interventions in place and showing impact -catch up speech and language programme in KS2 - Effective implementation of Kagan structures throughout school - Access to quality SaLT -Early identification in Nursery and support from the support teacher -Promotion of subject specific vocabulary evident in planning and the learning environment -Children who receive PPG have a similar vocabulary knowledge to others and can use and apply in a range of contexts
<p>Children receiving PPG make good progress in all areas with a particular focus on reading</p>	<ul style="list-style-type: none"> -High percentage of children making expected progress in reading (80%) -Increase in the number of children receiving PPG achieving ARE in reading comprehension.
<p>Children receiving PPG have good attendance and punctuality</p>	<ul style="list-style-type: none"> -Attendance gap between PP and non-PP narrowed to less than 1% (including PA)
<p>Children receiving PPG have the opportunity to contribute and thrive through a wide range of a of activities which develop confidence, vocabulary and cultural capital (Particularly through arts curriculum, adventure learning and sport.)</p>	<ul style="list-style-type: none"> -Qualitative data from student voice, student and parent surveys and teacher observations -Reduction in SEMH incidents -An increase in participation in enrichment activities
<p>Children receiving PPG make good progress through clear identification of gaps and effective interventions including tuition.</p>	<ul style="list-style-type: none"> -All PP children receiving tuition and catch-up provision and showing good progress
<p>Children are equipped to learn well at home</p>	<p>High level of parental engagement with learning through:</p> <ul style="list-style-type: none"> IMPACT workshops Everybody a writer project Devices in homes Support with home school reading

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: £ 300,915

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extensive CPD programme including: visible learning programme Support for ECTs SEN provision Kagan Maths's mastery	Recent meta-analysis (John Hattie) has shown that collective teacher efficacy has an effect size of 1.57	1,2,3,4.
Review	The John Hattie training has been cancelled and Kagan has also been stopped in classes.	
<i>Maintain high level of support staff throughout school (particularly Sen, EAL, EYFS and Year 6)</i>	Effective use for support staff means that: <ul style="list-style-type: none"> • They supplement what the teachers do • High quality one to ones • Evidence based structures interventions are delivered effectively (EG: Read, Write Inc) • High quality TA talk 	1,2,3,4,5,6,7.
<i>Maintain organisation for learning (timetabling and deployment of staff) to ensure maximum efficiency for learning</i>		
Review	<ul style="list-style-type: none"> • Continued to maintain the high rate of staff in order to facilitate the intervention groups around school – a high level of absence has meant this has been difficult to complete and review 	
<i>Enhancement of the Arts curriculum to improve the language development and attainment of all children by employing:</i>	<ul style="list-style-type: none"> • Participation in structured arts activities can increase cognitive abilities by 17% • Learning through arts and culture can improve attainment in maths and English. 	1,2,3,4 and 6.

<i>Music teacher</i> <i>Drama teacher</i> <i>Poet in residence</i> <i>Philosophy teacher</i> <i>Dance teacher</i>	<ul style="list-style-type: none"> • Students from low-income families who take part in arts activities at school are three times more likely to get a degree • Employability of students who study arts subjects is higher and they are more likely to stay in employment. • Children who take part in arts activities in the home during their early years are ahead in reading and maths at age 9. • People who take part in the arts are 38% more likely to report good health. <p>www.culturallearningalliance.org.uk/evidence</p>	
<i>Review</i>	<ul style="list-style-type: none"> • Now have just music and peripatetic teachers for individual instruments • PE teacher also employed 	

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
<i>National tutoring programme</i> <i>Academic mentors</i> <i>Learning coaches</i>	<p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. (Educational Endowment Foundation)</p> <p>Use the following to search: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1,3,4.
<i>Review</i>	Worked during the holidays to complete – successful intervention for children for the first two weeks of summer holidays	
<i>RWI (extension into Y3 and 4)</i> <i>Fresh start</i> <i>Flash academy</i>	The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. (Educational Endowment Foundation)	1,2,3.
<i>Review</i>	Flash Academy is still in use – review of data of children and base line	

	The Year 3 and 4 Fresh Start has finished also.	
Speech and language support Speech and language therapist 2 days a week Talk boost Kagan	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. (Educational Endowment Foundation)	1,2,3.
Review	We have now lost the Speech and Language service and are waiting for the new service from the NHS Talk Boost is continuing also	

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

Budgeted cost: £ 62,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Art therapy Drama therapy, Place2Be, Pupil Coaching, Time4you	The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.	4,5,6,7
Educational Psychologist	Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion. (Educational Endowment Foundation)	
PSA Support	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.	
Attendance officer (One Education)		

	(Educational Endowment Foundation)
Wide range of a of activities Gyll Head, Sports Events, Year Team days Visits, Arts Events	Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. (Educational Endowment Foundation)
Review	Ghyll Head residential was changed to a day trip Attendance officer is still in place and is looking to support school more with attendance Therapists now in school each day and a place 2 be worker has now been put in place for 1 day. A provider was not found until September. Educational Psychologist is still in school and is working with families looking at getting EHCPs. We have been able to process and support more parents now: Final – 12 Draft- 4 Panel- 6 To process - 7

Total budgeted cost: £ 412,915

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.

Internal assessments during 2020/21 suggests that although there were some very good individual achievements, overall, the performance of pupils entitled to pupil premium was lower than in previous years in key areas of the curriculum. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources on our FROG platform

The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised, due to the pandemic and restrictions in schools. Continued absences due to Covid resulted in recovery and catch-up plans being interrupted and failing to have planned impact.

One key success strategy which had a positive impact on learning and personal development was smaller class groups for Reception and Year 6 (four classes instead of 3).

Although overall attendance in 2020/21 was lower than in previous years at 94%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was relatively higher than their peers. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Assessments and observations indicated that pupil behaviour, wellbeing and mental health although, significantly impacted last year recovered quickly and well. The organisation for learning, the school's happy curriculum, the maintenance of class bubbles and a strong focus on the expressive arts and emotional literacy all impacted positively. It was evident the younger children had been more severely impacted.

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
Phonics	Read Write Inc
Maths	Mastery of Maths

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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?	

2022-2023 Review

Due to the turbulent year for 2022 to 2023 the outcomes from the strategy were not usable. This resulted in many plans being interrupted or stopped and therefore failing to have much planned impact.

Assessment and data was difficult to work with as much was not available. Each area above has a highlighted review but for the next academic year we need to look at what provisions will still be in place to take forward our Pupil Premium.