

LINGHAM PRIMARY SCHOOL: 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	Lingham Primary School
Number of pupils in school	347
Proportion (%) of pupil premium eligible pupils	37% 129 of 349
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	L. Doyle, Headteacher
Pupil premium lead	L. Doyle, Headteacher
Governor / Trustee lead	Jill Billinge PP Lead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£222,865
Recovery premium funding allocation this academic year	£21,387 Recovery £6,917 NTP (School Led)
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	£356,078 of £251,169 £104,909 shortfall from delegated budget

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 at least as well across all subject areas as their non-disadvantaged peers. We want all pupils to ‘Enjoy, Aspire and Achieve....Now and in the future!’

We will consider the challenges faced by all vulnerable pupils, such as those who are Looked After, have (or have had) a social worker and are young carers. The activity we have outlined in this statement is also intended to support their needs.

High-quality first 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	Weak language and poor communication skills: Assessments, observations, and discussions indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.

	<p>These are evident from 2 Year olds through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>Growing number of pupils with Speech and Language delays particularly for our disadvantaged children.</p>
2	<p>Gaps in reading outcomes remain a concern –phonics and fluency</p> <p>2023 data was above average in phonics and the gap has narrowed (although is still 17%) This must be sustained and success built upon.with CPD and continuing WS focus. Historical low attainment for this group remains an issue from assessments (Yr 3 and beyond) and robust catch up is essential Children entering our FS this year require greater levels of intense support if they are to improve from their extremely low starting points. Behaviour of some pupils requires 1-1 teaching.</p> <p>Outcomes at KS1 were poor in reading and intense catch up phonics and fluency is required.</p> <p>At KS2 this was our lowest area and assessments link this to poor reading fluency and stamina. This negatively impacts their development as readers.</p>
3	<p>Reading for Pleasure</p> <p>Few DA children are engaging in reading beyond the taught curriculum</p>
4	<p>Low attainment on entry to F2 across all areas of learning</p>
5	<p>SEMH</p> <p>This remains a high priority across all groups . partic DA.T referrals and parental requests for additional support continue to rise.</p> <p>We have increased numbers of pupils with SEMH as an additional need, increased numbers of pupils requiring additional Mental Health support and additional numbers of pupils requiring emotional support alongside increasing parental concerns over children’s behaviour outside school.</p>
6	<p>Attendance</p> <p>Attendance has continued to impact negatively on our DA pupils disproportionately to our non DA pupils.</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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Termly Well-comm/NELI assessments will show improvement.
Improved phonics/early reading attainment among disadvantaged pupils.	Phonics data and reading outcomes in 2023/24 show that % of disadvantaged pupils meeting the expected standard is close to/matches the national data and has exceeded 22/23 data. Fewer DA pupils requiring RCU and additional fluency support DA pupils' progress is accelerated (NGRT Assessments)
Increased number of DA pupils are engaging in reading for pleasure and able to discuss reading with passion	KS2 reading outcomes for DA pupils is in line with non DA Subject Lead can evidence DA pupils engagement in R4P
Increase GLD for DA pupils	The gap between DA and non DA peers at the end of F2 is narrowed, so that more pupils are prepared for the NC at Yr 1
Vulnerable pupils with SEMH needs will be well supported which will have a positive impact on attendance, progress and outcomes. To achieve and sustain improved mental health and wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Increase in number of pupils being supported effectively by EHCP, Tier 3 Funding, AP, MH services Qualitative data from student voice, student and parent surveys and teacher observations Significant increase in participation in enrichment activities, particularly among disadvantaged pupils DA pupils have a range of strategies to help them to keep mentally healthy and can discuss impact of My Happy Mind on well being
To achieve and sustain improved attendance for all	Overall absence rate for all pupils in line with national average with reduced attendance gap between disadvantaged pupils and their non-disadvantaged peers.

pupils, particularly our disadvantaged pupils.	Fewer number of families falling into the persistently absent category Evidence of positive Attendance 360 reports
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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: **£92,419**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments (Reading-Wise NGRT: Reading) NTS Maths tests Grammar – SPAG.com</p> <p>Part fund focussed disadvantaged Pupil Progress reviews (50%) to hold staff to account for monitoring, tracking and improving outcomes for PP 3 x 2 days supply @ £200 per day</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1,2
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>NELI / Wellcomm & Speech & Language training Purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1,2,4
<p>Sustained investment in high quality literature and development of R4P across the school</p>		1,2,3,4

<p>Purchase high quality texts for cross curricular subjects / book talk sessions to develop and extend vocabulary and extend comprehension</p> <p>Bug Club for KS2 (Pearsons)</p> <p>English Lead / DHT to support staff and monitor outcomes in reading/ team teaching / support 20x days</p> <p>Purchase Literacy Counts ‘ Steps to units and CPD for staff IDL Literacy</p> <p>Monitor and support staff with R4P 6x days release for R4P project</p> <p>Megan Dixon CPD – Release time for Eng lead and other staff 9 x days average</p>		
<p>Purchase Embed of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Additional LW Fluency project reading books</p> <p>Plus Top up ‘Little Wandle resources inc Guided Reading Books</p> <p>Release time for Reading Lead to continue work with English Hub, monitor assessments and plan interventions</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <ul style="list-style-type: none"> • Phonics Toolkit Strand Education Endowment Foundation EEF We will purchase additional 1:1 reading support for targeted pupils through Beanstalk • £1,050 	<p>1,2,4</p>

<p>Reading leader release for coaching, training and monitoring & assessing</p> <p>3 hub days release</p> <p>Plus TLR</p>		
<p>Release DHT or other experienced staff) 1 day per week to support drive for High Quality First Teaching – coaching and mentoring 1 day x 39 weeks</p> <p>Release SENCO 2 days per week to ensure early identification of additional needs and to target EHCP provision. In addition to support SEND/DA pupils in classrooms – adaptive teaching</p>		1,2,3,4
<p>Early Years CPD</p> <p>EY2P Training and Resources</p> <p>Early Years Specialist /Consultant OI support - K Butler Additional Kelly Butler Training 6 days plus release time for staff</p> <p>Release time for EYFS Training ‘ Every Interaction Counts</p> <p>Communication friendly spaces and small world resources to improve provision</p>		4
<p>Improve the quality of social and emotional (SEML) learning.</p> <p>SEMH approaches will be embedded into routine educational</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p>	5

practices and supported by professional development and training for staff.	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
‘No Outsiders’ Programme to improve inclusion and acceptance		

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

Budgeted cost: **£72,057**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Speech and Language sessions to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <ul style="list-style-type: none"> Language box (½ day per week) SALT (NHS) <p>WellCom Intervention</p> <p>1 day X TA3 Speech and Language Intervention (50% funded through NTP)</p>	<p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1,2,4
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <ul style="list-style-type: none"> 30 minutes a day of all TA’s for targets phonics support 2 x TSs delivering 1 hr per day in addition 	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2

<p>TA 3 to target individual and small group PP catch up 2 x days per week</p>	<p>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: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2,3,4</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£191,602**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and de-escalation approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p>Team Teach staff CPD</p> <p>Trauma Informed Practice CPD for all Staff</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>5</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and supporting attendance/support officers to improve attendance.</p> <p>FLAC 3 days p/w</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>1,2,3,4,5,6</p>

<p>ESWO</p> <p>Solihull Parenting App Support</p> <p>Attendance Raffle</p>		
<p>High Quality 1-1 and small group intervention for vulnerable pupils linked to SEMH ELSA TA 2 1 day p/w</p> <p>Additional Staffing to support vulnerable children, while under assessment</p> <p>1:1 / Group counsellor – Brierz Counselling</p> <ul style="list-style-type: none"> ADHD Foundation <p>Parental support for MH inc supporting parents to access adult services 2 days per week Pastoral Lead</p>		5,6
<p>Contingency fund for acute issues.</p> <p>Additional Year 6 teacher 4 x pms per week to support PP pupils to reach attainment targets an Core subjects Feb – June</p> <p>Additional Year 1 teacher to maintain small classes to boost attainment from low GLD</p> <p>Additional Consultancy support K Butler to improve Y1 Provision to meet the needs of the cohort</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Residential Trip subsidised to encourage PP children to attend		
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Total budgeted cost: £356,078