

Pupil premium strategy statement – 21-22, 22-23, 23-24

This statement details our school's use of pupil premium (and recovery premium for the academic years 2021 - 2024) 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	Lethbridge Primary School
Number of pupils in school	486
Proportion (%) of pupil premium eligible pupils	7%
Academic year that our current pupil premium strategy plan covers	2021-2022, 2022-2023, 2023-2024
Date this statement was published	16.11.21
Date on which it will be reviewed	16.9.22, 16.3.23, 16.9.23
Statement authorised by	Lisa Mayes
Pupil premium lead	Lisa Mayes
Governor / Trustee lead	Irene Fernow

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,508 (21-22) £58,102 (22-23) £58,200 (23-24)
Recovery premium funding allocation this academic year	£8,777.50 (21-22) £5,510 (22-23) £6,090 (23-24)
Catch-up funding carried forward from previous years	£7,611 (21-22) £0 (22-23) £0 (23-24)
Total budget for this academic year	£68,897 (21-22) £63,612 (22-23) £64,290 (23-24)

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

At Lethbridge Primary School 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 whilst experiencing a rich curriculum that offers them opportunities within culture and sport so as to broadening their experiences and outlooks as to what may be possible.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers and those living with other adverse experiences or disadvantage. The activity we have outlined in this statement is also intended to support their needs.

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 and for further opportunities for targeted small-group teaching in year groups observed to be most at risk of falling behind.

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	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This is affecting children's ability to focus during whole class teaching and therefore negatively impacting attainment and progress for these individual children.
3	Observations and discussions with pupils and families have identified social and emotional issues for many pupils due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
4	Assessments, observations, and discussions with pupils indicate knowledge gaps among many disadvantaged pupils. These are most evident in year groups Two and Six.

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 reading and phonics attainment in Years 1 – 3 including those disadvantaged	<p>Key Stage One reading outcomes and Year 1 and 2 Phonics Check outcomes show that from 2023 outcomes are in line with previous school attainment and above national averages</p> <p>21-22 update- 22 outcome at year 1 was 78% (3% off pre-covid national and 3% above 21-22 national), Year 1 reading assessment was 84% at age expected and Year was 79%. Year 2 reading outcomes 77% at expected (10% above national). Greater depth at KS1 was 38% (20% above national). New phonics scheme in place from Sept 22</p> <p>22-23 update- Phonics check outcomes in year 1 rose by 10% on last years and were 9% above national. Year 2 outcomes were 97%, up 11% on previous year. Year 2</p>

	<p>reading outcomes were 85.7% at expected and 37.1% at greater depth. All sig+ national. Maintaining this into year 3 is focus for this year.</p>
<p>Improved maths attainment in years two and six including those disadvantaged</p>	<p>Key Stage One and Two maths outcomes show that from 2022 outcomes are at national averages and in 2023 are in line with school previous attainment</p> <p>21-22 update- maths outcomes at expected standard 12% above national in KS2 and 11% above national in KS1.</p> <p>KS1 outcomes for PPG children were above national averages in reading, writing and maths. Those who were eligible for PPG in Year 6 also had some very significant additional educational needs which did impact on progress around their mental health and emotional wellbeing. They received significant support from outside agencies and our ELSA to ensure they stayed in school and were as ready for KS3 as possible. Others had significant learning difficulties however they did make good progress from starting points due to targeted support to cover gaps in education through pandemic with structured small group teaching.</p> <p>22-23 update- Maths outcomes at expected in year 2 were 83% (up 6% on previous year and well above national). Greater depth attainment at end of year 2 was 26% (up 16% on previous year). 4/7 disadvantaged students in year 2 met expected maths standard. In Year 6 81% met the expected standard (sig+ on national) and 21% GDS. 42% of low prior attainers met expected standard and 5/6 disadvantaged children met expected standard.</p>
<p>Improved writing attainment in year 6 including those disadvantaged</p>	<p>Key Stage Two attainment in 2022 shows progress for this group is in line with national averages</p> <p>21-22 update- data not yet release for pupil groups however writing progress for KS2 cohort was +1.2 (highest for school since data published in 2016)</p> <p>22-23 update – writing progress was +1.4 increasing on previous year and sig+ national of 0. 5/6 disadvantaged children met expected standard.</p>

<p>Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys, SDQ scores and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils <p>21-22 28/42 PPG children attended extracurricular clubs, no PPG child was refused access to educational visits due to non-payment – all paid for school</p> <p>22-23 75 children received support through ELSA project. 31 of these are children receiving PPG. 20 families were supported through our parent support programme.</p>
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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: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils and ongoing support from provider with payment for Phonics lead in school and additional time to monitor implementation and ensure consistency in approach and outcomes	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1
<i>Whole staff training with Trauma Informed Schools to cover the following:</i> working effectively attachment and loss enabling children to learn managing challenging behaviour	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): Sutton Trust social and emotional learning +4 months	2 3

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub and Twinkl Codebreakers intervention.</p>	<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> <p>Sutton Trust</p> <p>phonics intervention + 5 months</p>	<p>1</p>
<p>Engaging with the National Tutoring Programme to provide a blend of school-led tutoring and smaller group teaching for targeted objectives for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. Focus on disadvantaged groups on years 4 and 6.</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>1 4</p>

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

Budgeted cost: £23,290

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>MDSA staff training on Trauma Informed Schools with the aim of developing our school ethos and developing social and emotional skills at lunchtimes. Lunchtime play buddies intervention to be set up with weekly session with teacher and then pupil leaders on the playground. Resources for this also purchased and rezoning of playground needed.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects. Behaviour interventions EEF (educationendowmentfoundation.org.uk) Sutton Trust social and emotional learning +4 months</p>	<p>2 3</p>
<p>ELSA Project - Provide emotional support for children (bereavement, eating issues, school anxiety etc)</p>	<p>Both targeted interventions and universal approaches can have positive overall effects. Behaviour interventions EEF (educationendowmentfoundation.org.uk) Sutton Trust social and emotional learning +4 months Sutton Trust Parental Involvement +3 months</p>	<p>2 3</p>
<p>Social and Emotional Mental Health team to work with children at risk of exclusion or showing signs of SEMH issues including ELSA and Lighthouse Team</p>	<p>Targeted interventions have positive overall effects. Behaviour interventions EEF (educationendowmentfoundation.org.uk) Sutton Trust Behaviour intervention +3 months</p>	<p>2 3</p>

<p>Provide funding ensure all children that want to take part in educational visits and residential trips</p> <p>Provide one free after school activity for each PPG child</p>	<p>Sutton Trust</p> <p>Outdoor adventure learning</p> <p>+3 months</p> <p>After school programmes</p> <p>+2 months</p>	<p>23</p>
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Total budgeted cost: £64,290

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.

Outcomes at end 21-22 against intended outcomes;

Improved reading and phonics attainment in Years 1 – 3 including those disadvantaged

21- 22 outcome at year 1 was 78% (3% off pre-covid national and 3% above 21-22 national)), Year 1 reading assessment was 84% at age expected and Year 2 was 79%. Year 2 reading outcomes 77% at expected (10% above national). Greater depth at KS1 was 38% (20% above national). New phonics scheme in place from Sept 22

22-23 update- Phonics check outcomes in year 1 rose by 10% on last years and were 9% above national. Year 2 outcomes were 97%, up 11% on previous year. Year 2 reading outcomes were 85.7% at expected and 37.1% at greater depth. All sig+ national. Maintaining this into year 3 is focus for this year.

Improved maths attainment in years two and six including those disadvantaged

21-22 update- maths outcomes at expected standard 12% above national in KS2 and 11% above national in KS1.

KS1 outcomes for PPG children were above national averages in reading, writing and maths. Those who were eligible for PPG in Year 6 also had some very significant additional educational needs which did impact on progress around their mental health and emotional wellbeing. They received significant support from outside agencies and our ELSA to ensure they stayed in school and were as ready for KS3 as possible. Others had significant learning difficulties however they did make good progress from starting points due to targeted support to cover gaps in education through pandemic with structured small group teaching. Individual progress score data not yet available.

22-23 update- Maths outcomes at expected in year 2 were 83% (up 6% on previous year and well above national). Greater depth attainment at end of year 2 was 26% (up 16% on previous year). 4/7 disadvantaged students in year 2 met expected maths standard. In Year 6 81% met the expected standard (sig+ on national) and 21% GDS. 42% of low prior attainers met expected standard and 5/6 disadvantaged children met expected standard.

Improved writing attainment in year 6 including those disadvantaged

21-22 Writing progress for KS2 cohort was +1.2 (highest for school since data published in 2016)

22-23 update – writing progress was +1.4 increasing on previous year and sig+ national of 0. 5/6 disadvantaged children met expected standard.

Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

21-22 update- qualitative data collection ongoing , 28/42 PPG children attended extracurricular clubs, no PPG child was refused access to educational visits due to non-payment – all paid for school.

22-23 75 children received support through ELSA project. 31 of these are children receiving PPG. 20 families were supported through our parent support programme.

