

Pupil premium strategy statement

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	Lyminster Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	19.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Steve McGinley Headteacher
Pupil premium lead	Gemma Terrill Deputy Headteacher
Governor / Trustee lead	Tom Robson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,900
Recovery premium funding allocation this academic year	£5,220
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£31,829
Total budget for this academic year	£63,949

Part A: Pupil premium strategy plan

Statement of intent

At Lyminster Primary School, we believe that an inclusive curriculum allows all our children, regardless of background or need, may achieve their full potential. We use our Pupil Premium funding to improve educational and pastoral outcomes for the disadvantaged children in our school. All members of staff and the Governing Body accept responsibility for disadvantaged pupils and are committed to meeting their needs in a caring and nurturing environment.

Our overall objective for our disadvantaged pupils is that they achieve at least in-line with non-disadvantaged pupils in school and nationally by the time they leave our school. Through reducing the identified barriers to learning, including for SEND and more able pupils, it is important that our children reach their academic potential.

Currently there is a huge focus on pastoral care and this supports children to be 'ready to learn' each day. Our team uses learning mentorship, play therapy alongside inter-agency working whenever appropriate. We also have placed significant emphasis on Early Reading and phonics to develop children's decoding and fluency skills enabling access the whole curriculum and apply their knowledge to spelling and writing. We also support children to access enrichment opportunities, for example trips, extra-curricular clubs, visitors and residential visits. We regularly discuss pupil progress on an individual basis and adapt provision to enhance support.

The reviewed strategy will increase emphasis on oracy and language across the school to improve vocabulary and speaking and listening skills. There is a thorough approach to include staff development and some small scale in school research projects as well as a systematic approach to boosting vocabulary learning and application.

Challenges

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

Challenge number	Detail of challenge
1	Language skills are not secure and cannot be applied to written work. This is more prevalent among our disadvantaged pupils and therefore signifies a language and vocabulary gap.
2	Vocabulary and background knowledge are a barrier to reading comprehension.

3	Expressive language in Early Years is often limited. Our 2021 Reception intake have had limited nursery/pre-school experience and as such have had more difficulty transitioning to school and learning the daily routines.
4	Aspiration is limited and reduces intrinsic motivation for achieving at school.
5	Children lack resilience when problem solving, particularly in mathematics.
6	Self-regulation & low self-esteem affect a significant proportion of our disadvantaged children, both due to the impact of lockdown, but also due to poor mental health in families.
7	Internal assessments and observations indicate that the education of many disadvantaged pupils has been impacted by partial school closures to a greater extent than other pupils. Our school is similar to the national picture. This has resulted in significant knowledge gaps, leading to pupils falling further behind age-related expectations across the curriculum.
8	Children do not arrive at school 'ready to learn'. This includes children who have had a chaotic start to their day and may not be fed or clothed adequately.

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 progress and attainment in reading among disadvantaged pupils.	<ul style="list-style-type: none"> 75%+ achieve national average attainment scores in KS1 and KS2 including disadvantaged children; Achieve national average in phonics in Year 1 and 2.
Improved progress and attainment in writing among disadvantaged pupils.	<ul style="list-style-type: none"> 75%+ achieve national average attainment scores in KS1 and KS2 including disadvantaged children;
Improved progress and attainment in mathematics among disadvantaged pupils.	<ul style="list-style-type: none"> Achieve 75%+ children passing Year 4 multiplication check; 75%+ achieve national average attainment scores in KS1 and KS2 including disadvantaged children;
To develop oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> Assessments and observations indicate significantly improved oral language and vocabulary use; Improved scores in BPVS, NELI and SATS, supported by evidence from learning walks, pupil progress meetings, pupil voice and other monitoring.

To sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • Qualitative data from pupil voice • Pupil & Parent survey information demonstrates high levels of pupils well-being.
Narrow the attainment gap caused by partial school closures.	<ul style="list-style-type: none"> • Disadvantaged pupils achieve in-line with in school peers in reading, writing and mathematics.

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: £2,281

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deputy Headteacher to attend Durrington Research School Training on Implementing EEF Improving Literacy Recommendations	EEF Improving Literacy Recommendations EEF Characteristics of Effective Teacher Professional Development	1, 2, 3 & 7
Lesson Study	EEF Improving Literacy Recommendations	1, 2, 3 & 7
Wider staff training, including coaching	EEF Characteristics of Effective Teacher Professional Development	1, 2, 3, 4, 5, 6 & 7
Recommendation 1 (KS1 or KS2) is planned into learning opportunities across the curriculum	EEF Improving Literacy Recommendations	1, 2, 5 & 7

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

Budgeted cost: £40,359

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. Time to make resources and assess children for the NELI programme.	EEF Oral Language Interventions.	4
Providing school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils selected will be disadvantaged.	EEF Teaching and Learning Toolkit: Small Group Tuition	2, 5, 6, 7
Teachers model Language for Thinking after receiving internal training.	Language for Thinking, (Parsons, S & Branagan, A, 1999)	1, 2, 3, 5, 6 & 7
Children are explicitly taught how to articulate and rehearse orally before writing.	EEF Improving Literacy Recommendations	1, 2, 3 & 7
New vocabulary is identified, pre-taught and revisited in different contexts.	EEF Improving Literacy Recommendations	1, 2, 3 & 7
Language understanding is regularly checked by adults and children are encouraged to ask if language is not understood.	EEF Improving Literacy Recommendations	1, 2, 3 & 7
Inference is developed through listening activities.	EEF Improving Literacy Recommendations	2, 3, 6 & 8
Collaborative learning should be structured to encourage peer-talk in a non-competitive context.	EEF Improving Literacy Recommendations	2, 3, 4 & 5

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

Budgeted cost: £21,309

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke Learning Mentorship	EEF Social and Emotional Learning	4, 6 & 8
Uniform & PE kits provided	EEF Teaching & Learning Toolkit: School Uniform	8

Total budgeted cost: £63,949

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous academic year in reading, writing and mathematics. A significantly diminished attainment gap, when comparing whole school groups has now re-emerged. The patterns in attainment clearly indicate that COVID-19 has had a hugely negative impact for our most vulnerable learners. This is in line with trends reported nationally.

Impact was reduced through the maintenance of a high-quality curriculum and sharing devices and Wi-Fi support to children and their families. During periods of partial closure, all families were contacted across the week for a well-being catch-up. This enabled us to signpost to extended services, or deliver food or other essential items in support of the Littlehampton Community Fridge. We have had overwhelming feedback and gratitude for our support over this difficult time from our community and pastoral care has been highlighted by external partners when reviewing our school.

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
Times Tables Rockstars	Maths Circle Limited