



Pupil premium strategy statement

Lingfield Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	235
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	23/24
Date this statement was published	December 23
Date on which it will be reviewed	July 24
Statement authorised by	P Thackstone
Pupil premium lead	P Thackstone
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33595
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£1215
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£34810

Part A: Pupil premium strategy plan

Statement of intent

At Lingfield, our pupils are at the centre of everything we do. Our intention is that all pupils, irrespective of their backgrounds 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, including progress for those who are already high attainers. We will consider the challenges faced by all our vulnerable pupils and the activities we have outlined in this statement are intended to support the needs of these pupils too, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our plan. Evidence shows that ‘supporting high quality teaching is pivotal in improving children’s outcomes’ and ‘research tells us that high-quality teaching can narrow the disadvantaged gap’ (EEF – ‘Effective Professional Development’) As such a significant proportion of our plan is aimed at maintaining and supporting high-quality teaching across school.

Regular review of pupil progress is built into the school’s quality assurance plan and informs our intervention strategies and academic support for individuals and groups. Our pupil premium strategy links to our wider school plans for education recovery and intervention.

Our plan recognises the whole child and the positive impact on well-being and on learning that can be achieved through appropriate social and emotional support.

Key Principles:

- A clear focus on quality first teaching*
- Staff have good knowledge of disadvantaged pupils and their needs*
- Gaps are identified and addressed*
- Progress and/or impact is tracked and evaluated*
- Staff have high expectations and ambition for all pupils*
- Staff have the knowledge, resources and training to effectively support children’s well-being*

At Lingfield our mission is, ‘Teach a child things that are worth knowing as an adult and having known as a child, makes a person a better adult.’ Our strategic use of pupil premium supports us in achieving this goal for our pupils.

Challenges

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

Challenge number	Detail of challenge
1	Data analysis, work scrutiny and observations indicate that the attainment of disadvantaged pupils is slightly lower than non-disadvantaged pupils.
2	Observations, discussions with families and assessments indicate that an increasing number of children are entering Lingfield with communication and language issues and also issues around regulation. This is then impacting on the amount of progress these children make compared to their peers.
3	Observations of and discussions with pupils indicate that disadvantaged pupils do not have the same life experiences as compared to their peers. This is particularly true of wider world activities outside of school. This negatively impacts on their understanding of their local area and the wider world.
4	Individual gaps in learning – End of year analysis of internal assessment data indicates that whilst standards in attainment have been maintained, the challenge of securing this is becoming increasingly difficult.
5	Data shows that pupils across school with attendance below 90% do not attain as highly as their peers with attendance above 90% in reading, writing and maths combined.

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
To increase the percentage of pupils who are reaching age related or above by the end of Year 6.	The combined measure for age related increases from 77%
Strategies, systems and resources are in place to support those pupils with communication difficulties and difficulties with regulation.	Identified pupils respond positively to the support in place and better access the curriculum offer.
Increased access and participation to the enrichment activities offered at Lingfield.	PP pupils' access after school clubs and also fully engage in school trips and other enrichment activities.
To identify quickly pupils who have gaps in learning and to put in place appropriate support in order for them to catch up.	Identified pupils access support and make good progress.

To decrease the number of pupils whose attendance is below 90%	More pupils across school reach at least age related due to good levels of attendance
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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: £4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff access to high-quality, recommended training packages and delivery which can be tailored to needs including: Sounds Write Training online resources including the training modules and 'how to' videos, 1 teacher accessing NPQML, access to trust moderation meetings and subject network meetings and Y6 triple tracker meetings + any other relevant training as and when identified.	EEF research guidance report 'Effective Professional Development' states that 'Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.' Phonics EEF (educationendowmentfoundation.org.uk)	1, 2,4
Purchase of additional fluency reading material.	The reading framework - GOV.UK (www.gov.uk)	1,4
Develop the teaching of writing through whole staff CPD. This	Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)	1,4

will also involve teacher release time to observe good pedagogy.		
Provide Reception and KS1 staff access to Mastering Number to further improve mathematical fluency, this will also involve teacher release time to access training and observe best practice.	Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)	1,4

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

Budgeted cost: £13,258

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide additional structured phonics and reading sessions targeted at pupils identified as needing further additional support, including support for greater depth.	Phonics EEF (educationendowmentfoundation.org.uk)	1,4
Provide additional maths support to improve fluency and reasoning.	Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)	1,4

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

Budgeted cost: £15,837

Activity	Evidence that supports this approach	Challenge number(s)

		addressed
Emotional and well being support – Play Therapy/counselling (1 day a week) provision from CATS.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. (EEF Guidance Report: IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS Promoting children and young people s mental health and wellbeing.pdf (publishing.service.gov.uk)	2
Access to after school clubs, school trips including residential and other enrichment activities.	There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.	3
Contribution to the cost of an Attendance Officer	Working together to improve school attendance.pdf (publishing.service.gov.uk)	5

Total budgeted cost: £33,595

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Good Level of Development:

- School GLD 2023: 80%
- PP GLD 2023: 75% (3 out of 4 pupils)

Reading

- Rec: 100% attained the reading ELG (4 out of 4 pupils)
- Year 1 Phonics: 67% attained the Y1 phonics standard (2 out of 3 pupils)
- Year 2 Phonics: 100% attained the phonics standard by the end of Y2 (3 out of 3 pupils)
- Year 2: 0% attained EXS (3 out of 3 pupils)
- Year 6: 60% attained EXS (3 out of 5 pupils)

Writing

- Rec: 75% attained the writing ELG (3 out of 4 pupils)
- Year 2: 0% attained EXS (3 out of 3 pupils)
- Year 6: 100% attained EXS (5 out of 5 pupils)

Maths

- Rec: 100% attained the two maths ELGs (4 out of 4 pupils)
- Y2: 67% attained EXS (2 out of 3 pupils)
- Y4 MTC: 33% attained full marks (1 out of 3)
- Y6: 80% attained EXS (4 out of 5 pupils)

Wider Measures

- All PP pupils accessed all school trips including the Y6 residential trip to Robinwood.
- School attendance procedures continue to improve due to investment in services from an Attendance Officer.
- Additional provision from support staff continues to improve due to access to CPD.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.