

Lingfield 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	Lingfield Primary School
Number of pupils in school	224
Proportion (%) of pupil premium eligible pupils	14.73%
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	20/12/22
Date on which it will be reviewed	20/12/23
Statement authorised by	P Thackstone
Pupil premium lead	P Thackstone
Governor / Trustee lead	L Felgate

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,300
Recovery premium funding allocation this academic year	£2,000
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	£30,300

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

We have high aspirations for all our pupils to be able to make strong progress in school – regardless of their background and circumstances – to achieve at least the Expected standard or Greater Depth standard wherever possible in their core subjects and to achieve well across the whole school curriculum.

Through careful diagnostic assessment we will identify where pupils may need additional support and through the use of Pupil Premium and school led catch up tuition we will address individual needs.

Our school tries to use carefully selected evidence- informed interventions, including our own observations of their impact in our school. Through a range of tailored interventions, we will ensure that children are appropriately challenged and that this is done as early as we can to avoid cumulative learning loss. Intervention targets will be Specific, measurable, achievable, realistic and timely (with a specific end within 6-10 weeks) Data from these interventions will help us to assess their impact and suitability for our school and pupils.

We want our children to develop cultural capital and to have an extensive vocabulary, to be able to express themselves clearly and accurately. By offering a range of educational experiences and enrichments we will enable them to make learning more meaningful and to develop independence and self-confidence.

Challenges

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

Challenge number	Detail of challenge
1	Limited vocabulary and lack of accurate modelling to help children develop oracy and written composition. This may be more prevalent amongst some of our disadvantaged families. School level data suggest that writing is negatively impacted among some of our disadvantaged pupils. Summer '22 data shows us that despite progress and the gap between non-disadvantaged and disadvantaged narrowing since our return to face-to-face learning, there is still further work to do.
2	Lack of family engagement in reading and lack of access to high quality books. Some of our disadvantaged families do not support with reading at home, therefore these children struggle to keep up with developing automaticity and comprehension skills. The percentage of children attaining ARE in phonics at the end of Reception and Year 1 also showed a significant difference. At the end of summer '22 in Reception, 67% (2 pupils) of PP reached ARE in word reading as opposed to 94% of non PPG pupils. In year 1, all 3 PP did not pass the phonics check as opposed to 80% of non PPG pupils who did pass.
3	Some pupils in disadvantaged circumstances have limited experiences to draw upon to help develop their comprehension of text. Limited funds may make it difficult for families to attend museums, theatres, to travel and to have holidays or enrichment experiences.
4	Pupils with poor attendance may limit access to consistent educational provision. Some of our persistent absences data indicates that disadvantaged pupils are often disproportionately represented.
5	Children may have very little experience of the purpose of mathematics or understanding of early number concepts. In most year groups across school there was a significant difference in the percentage of disadvantaged children reaching ARE in Maths, when compared to non-disadvantaged children, although the gap significantly narrows by the end of Year 6.
6	Some of our disadvantaged pupils have been identified as require additional emotional support. The cause of this support varies from case to case and is often linked to lived experience at home.

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 develop an understanding of coherent written work	Assessment e.g. using Nuffield Early Language Intervention will show improvement in oral language in Reception age pupils. Tracking data will indicate that pupils are showing improvements in their ability to recognise and construct coherent sentences using appropriate grammatical features and accurate punctuation. Lesson observations and work scrutiny will show that pupils can draw on teaching and enrichment activities to help them to develop Tier 2 and 3 vocabulary and can draw upon first hand experiences.
Children are able to read for pleasure with fluency and expression	Phonics data will show that children are technically able to decode accurately. Teacher assessment and NFER test data will indicate improvement in reading and during pupil interviews are able to talk about a range of texts and authors they have enjoyed.
Children to develop mastery of early number facts in early years and key stage 1. At key stage 2 they are able to use calculations in all 4 operations	Key Stage 2 Maths outcomes will demonstrate strong progress from disadvantaged pupils. Assessment data will show that pupils can recall and use number bonds accurately in Early Years and Key stage 1. Key stage 2 pupils can select appropriate calculations and use them accurately to solve problems.
Children benefit from access to high quality teaching and intervention	Attendance data and case work will indicate improving attendance patterns. Regular attendance of pupils will enable them to maximise their educational progress. Any persistent absence patterns will be addressed swiftly with positive impact. School will move as close to 96% as possible over the coming year and persistent absence will reduce to national average as swiftly as possible.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Sounds Write phonics approach embedded across school, including targeted interventions for pupils requiring further support. Experienced Year 1 teacher to support delivery of Sounds Write lessons across KS1 and Year 3.</p>	<p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early reader. Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p>	<p>1</p>

<p>Focus on oral language-centred approach throughout EYFS, including CPD on the delivery of Nuffield Early language Intervention.</p>	<p>The number and quality of conversations children have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Where children share their ideas with support and modelling from their teacher, using sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. There is evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them, and that the quality of this input is likely to be more important than the quantity. Research shows that oral language skills, the foundations of which are developed by age four, are strongly associated with children's literacy, numeracy and educational attainment. However, there exists a gap between the language skills of disadvantaged children and their more advantaged counterparts. Early intervention has great potential to narrow this gap, and the Nuffield Early Language Intervention has previously demonstrated considerable promise. Children who received the NELI programme made the equivalent of three additional months' progress in language skills, on average, compared to children who did not receive NELI.</p>	<p>1</p>
<p>Focus on embedding Mastering Number in Reception – Year 2</p>	<p>Mastering Number programme developed by the National Centre for Excellence in Teaching of Mathematics (NCETM). This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception</p>	<p>5</p>

	<p>classes, and progression through KS1 to support success in the future</p> <p>'Manipulatives and representations can be powerful tools for supporting young children to engage with mathematical ideas.' (EEF guidance) Through purchasing the manipulatives necessary to implement the Mastering Number programme we aim to support its delivery to ensure that the gap in understanding of core number concepts between disadvantaged and non-disadvantaged children is narrowed.</p>	
In Year 3 and Year 4 will undertake Sounds Write training.	Strong body of evidence supporting the delivery of phonics using a coherent, well structured programme such as Sounds Write.	1
Purchase reading material matched to Sounds Write programme for Reception, and Key Stage 1.	As above	1
Targeted academic support for writing including feedback and oral language work. Some of this will be done through individual feedback and small group teaching by teaching assistants and teachers including through the use of pre and post teaches. Key skills such as handwriting and spelling, grammar and punctuation will also be needed for some pupils.	<p>Same day interventions are recognised as good practice and good use of adult support in class.</p> <p>Feedback is a high impact activity for a low cost. When combined with oral language work which is relatively low cost and moderate impact</p>	1

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

- HLTA and L3 TA to deliver structured reading/writing/maths interventions to disadvantaged children requiring additional support.

- Phonics, handwriting, additional reading one-to-one practice -TA's in school
- IDL maths intervention purchase plus TA time to set up/administer the intervention

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted academic support for writing including feedback and oral language work. Some of this will be done through individual feedback and small group teaching by teaching assistants and teachers including through the use of pre and post teaches. Key skills such as handwriting and spelling, grammar and punctuation will also be needed for some pupils.</p>	<p>Feedback is a high impact activity for a low cost. When combined with oral language work which is relatively low cost and moderate impact (EEF Toolkit).</p> <p>Pupils' writing can be improved by teaching them to successfully plan and monitor their writing. Producing quality writing is a process not a single event. Teaching a number of different strategies is likely to help, depending on the current skills of the writer. These include:</p> <ul style="list-style-type: none"> • pre-writing activities; • structuring text; • sentence combination; • summarising; • drafting, editing and revising; and sharing. <p>Teachers should introduce these strategies using modelling and structured support, which should be gradually reduced as a child progresses until the child is capable of completing</p>	<p>1</p>

	<p>the activity independently. Studies show young children benefit from explicit teaching about the structure of narrative and information texts. A child's capacity to plan and monitoring their writing depends on whether they have enough cognitive resources available. The Simple View of Writing based on the work of Berninger et al highlights the key groups of skills that work together as children write:</p> <ul style="list-style-type: none"> • text generation—which involves thinking of ideas and using oral language skills to put those thoughts into words and sentences; • transcription skills—which enable the writer to move oral language into written language; and • executive functions—such as working memory, self-regulation, planning, problem-solving, and monitoring their writing. <p>(EEF guidance report on Improving Literacy ks1.)</p>	
<p>Numeracy intervention for children who require additional support in maths</p>	<p>As set out above, research suggests that when children are supported in their knowledge and understanding of key facts, this reduces stress when faced with mathematical problems. The repetitive structure of the IDL intervention encourages a sense of familiarity and security which enables children to develop confidence in tackling problems. The trial using IDL Numeracy by both primary and secondary schools in Birmingham was constructive and encouraging. Given that pupils had a maximum of 10 weeks using the programme the number of pupils who made accelerated progress was high, particularly when tracked against the Number and Place Value Thread. The results suggest that this program works well for most of the pupils who are currently working on targets from Birmingham's Maths Toolkit, and if used over the full academic year IDL Numeracy would work for all pupils and not just those with SEN.</p>	<p>5</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to enrichment activities and residential visits.	Outdoor adventure learning has a moderate impact for moderate cost. Studies consistently show positive benefits on academic learning. Experiences over a week have the biggest impact.	3
Attendance checks and support weekly from attendance officer.	Our use of this approach in the previous academic year led to an improvement in persistent absence and overall attendance. Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes,	4

	<p>2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</p>	
<p>1:1 musical instrument tuition</p>	<p>Overall, the average impact of arts engagement on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported (EEF) influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	<p>3</p>
<p>Social and emotional learning approaches – including pastoral support, CATS therapy sessions, The Junction</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to</p>	<p>6</p>

Total budgeted Cost £30,300

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 2021 to 2022 academic year.

At the start of the 21-22 academic year, we knew that all pupils had been adversely affected by the disruption to learning caused by Covid. Our first response to this was to ensure that all pupils received quality first teaching.

During 21-22 we continued to train staff in the Sounds Write Programme and also continued to purchase reading books which were closely aligned to this programme. Despite our best efforts, a number of children in Year 1 did not reach age expected in the Phonic Reading Check. However, internal observations demonstrated that Sounds Write was having a positive impact in those year groups it is being taught and Y1 was cohort specific.

Interventions across school targeted pupils identified through pupil progress meetings. This included our identified disadvantaged pupils.

Outcomes by the end of Y6 demonstrated that disadvantaged pupils made at least good progress in reading and Maths and Outstanding progress in writing, based on the 2018-2022 Ofsted School Profile. Clearly as pupils move through school, Lingfield is meeting the needs of those children who are in receipt of Pupil Premium through carefully targeted and timely intervention.

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	Sounds Write
Maths mastery	Archimedes Maths Hub.
Early Language	Nuffield Early Language Intervention