

Pupil premium strategy statement – Lingfield Primary School 24-25



This statement details our school's use of pupil 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	225
Proportion (%) of pupil premium eligible pupils	16.8%
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)	2024 - 2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2024
Statement authorised by	Catherine Jones
Pupil premium lead	Catherine Jones
Governor / Trustee lead	Emma Coupe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,460
Service pupil premium allocation this academic year	£2,720
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>	£37,460

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 wellbeing*

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 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.
3	Some of our children have social, emotional and wellbeing difficulties with an increased number of children suffering from anxiety and low self-confidence following the school closures.
4	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. Our assessments and observations indicate that absenteeism can negatively impacting disadvantaged pupils' if not tackled

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
Disadvantaged children have wide access to extracurricular activities.	All pupil premium children access after school clubs and fully engage in school trips and other enrichment activities. Cost is not a barrier to any disadvantaged children taking part in any school experience.
To achieve and sustain improved mental health and wellbeing for all pupils in our school, particularly disadvantaged pupils.	Timely referrals to CATS and The Junction Foundation to support our pupils' mental well-being. Parent/pupil questionnaires demonstrate children feel well supported in school. Mental health and wellbeing surveys completed by pupils demonstrate high levels of wellbeing.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance, demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%. • The percentage of all pupils who are persistently absent being below 6% and the figure among disadvantaged pupils being in line with their peers.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 5,365

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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 NPQ for SENCO; Y6 triple tracker meetings; + any other relevant training as and when identified.</p>	<p>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.'</p> <p>Phonics EEF</p>	<p>1</p>
<p>All teachers receive release time to share best practice within school and across our Trust</p>	<p>EEF rating: High impact Evidence base: high Cost: high</p> <p>This will disproportionately benefit disadvantaged pupils.</p>	<p>1</p>
<p>Sounds Write phonics approach</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension):</p>	<p>1</p>

embedded across school, including targeted interventions for pupils requiring further support.	Phonics EEF	
To review our Whole Class Reading approach in key stage 2 to better equip the children with the essential skills required to be an effective reader.	The evidenced based DFE 'The Reading Framework – Teaching the Foundations of Literacy reflects the exact practice that our school aspires towards. The reading framework - GOV.UK	1
Improve use of vocabulary, arithmetical fluency and problem-solving & reasoning in mathematics across school.	Improving Mathematics in the Early Years and Key Stage 1 EEF reflects our school approach to seizing opportunities to reinforce mathematical vocabulary and use manipulatives & representations to develop mathematical understanding. Improving Mathematics in Key Stages 2 and 3 EEF Reflects our school approach to use manipulatives & representations to engage pupils & develop their understanding. In addition it reflects the importance of teaching strategies for problem solving.	1

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

Budgeted cost: £15,258

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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 EEF	1

Provide additional maths support to improve fluency and reasoning.	Improving Mathematics in the Early Years and Key Stage 1 EEF Improving Mathematics in Key Stages 2 and 3 EEF	1
Nuffield Early Language Intervention (NELI) which is designed to improve listening, narrative and vocabulary skills.	Nuffield Early Language Intervention EEF	1

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

Budgeted cost: £16,837

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.	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	3
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.	2
Contribution to the cost of an Attendance Officer	Working together to improve school attendance (applies from 19 August 2024)	4

Total budgeted cost: £ £37,460

Part B: Review of the previous academic year

Pupil premium strategy outcomes

This identifies the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year:

Intended outcome	Review
<p>To increase the percentage of pupils who are reaching age related or above by the end of Year 6.</p> <p><i>Success criteria:</i> The combined measure for age related increases from 77%</p>	<p>Key Stage 2 reading, writing and maths combined for all pupils reaching age related or above was 88%.</p> <p>Key Stage 2 reading, writing and maths combined for pupil premium pupils reaching age related or above was 100%</p>
<p>Strategies, systems and resources are in place to support those pupils with communication difficulties and difficulties with regulation.</p> <p><i>Success criteria:</i> Identified pupils respond positively to the support in place and better access the curriculum offer.</p>	<p>All children across school have access to a variety of professionals to support their communication and regulation needs as well as their social and emotional needs. 5 pupil premium children accessed Child & Adolescent Therapy services. 4 pupil premium children accessed The Junction therapeutic services. 5 pupil premium children received support from the speech and language team.</p>
<p>Increased access and participation to the enrichment activities offered at Lingfield.</p> <p><i>Success criteria:</i> PP pupils' access after school clubs and also fully engage in school trips and other enrichment activities.</p>	<p>Every child in school had opportunities to take part in curriculum enhancement experiences.</p> <p>A range of visits, visitors and online experiences support learning across the curriculum.</p> <p>Pupil premium funding was used for all pupil premium children in Year 6 attend Robinwood residential (3 pupils).</p> <p>Pupil premium funding was used in all year groups for PP children's school trips.</p> <p>Pupil premium funding was used for 22 out of 30 pupil premium children across key stage 1 and 2 attended multi sports after school club.</p>
<p>To identify quickly pupils who have gaps in learning and to put in place appropriate support in order for them to catch up.</p> <p><i>Success criteria:</i> Identified pupils access support and make good progress.</p>	<p>Senior leaders and teaching staff identify pupils to access support at regular intervals and monitor their progress.</p> <p>Good level of development PP GLD 2024: 50% (2 out of 4)</p> <p>Reading PP Rec: 50% (2 out of 4) PP Year 1 phonics: 71% attained the Y1 phonics standard (5 out of 7 pupils)</p>

	<p>PP Year 2 phonics: 0 (0 pupils out of 1) PP Year 6: 100% attained EXS (3 out of 3 pupils)</p> <p>Writing PP Rec: 50% (2 out of 4) PP Year 6: 100% attained EXS (3 out of 3 pupils)</p> <p>Maths PP Rec: 100% (4 out of 4) PP Y4 MTC: average score was 23 out of 25 PP Y6: 100% attained EXS (3 out of 3 pupils)</p>
<p>To decrease the number of pupils whose attendance is below 90%</p> <p><i>Success criteria:</i> More pupils across school reach at least age related due to good levels of attendance.</p>	<p>Whole school attendance 2023 – 2024 was 95.7% Pupil premium children’s attendance 2023 – 2024 was 95.5% EYFS 50% (2 out of 4) of pupil premium children achieved good level of development Y1 phonics 71% (5 out of 7 pupils) of the pupil premium children passed the phonics screening check. Y4 multiplication check the pupil premium children’s average score was 23 out of 25. End of key stage 2 all pupil premium pupils (3 pupils) were at expected or above in reading, writing and maths.</p>

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

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**

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 funding.