

## 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	Lindale CE Primary School
Number of pupils in school	52 inc nursery
Proportion (%) of pupil premium eligible pupils	9.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Sept 22 – Aug 24 (2 year plan)
Date this statement was published	Sept 2022
Date on which it will be reviewed	Sept 2024 and continuously based on needs
Statement authorised by	Kim Curwen
Pupil premium lead	Kim Curwen
Governor / Trustee lead	Sara McClure

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£2665 each year
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£4665

## Part A: Pupil premium strategy plan

### Statement of intent

All members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring environment. As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop his/her full potential, irrespective of need. We work closely with parents to identify barriers to future attainment. 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, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

At Lindale School, we value the importance of wellbeing, social skills and access to extra-curricular opportunities. We are committed to using Pupil Premium funding to support these areas.

High-quality teaching of a broad curriculum 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.

When making decisions about using Pupil Premium funding, we use research conducted by the EEF, advice from outside professionals (such as the Educational Psychologist) and our own observations of what has worked well in school.

### Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils;
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of any socially disadvantaged pupils are adequately assessed and addressed;
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. The size of our school means we have a very clear understanding of all family and individual child circumstances and can provide support appropriately;
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged;
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups and individuals. Funding and resources means that not all

children receiving free school meals will be in receipt of pupil premium interventions at one time.

## Demography and School Context

Lindale Church of England (Voluntary Controlled) Primary School is a small, rural school situated in the village of Lindale. There are approximately 51 on roll, including the Nursery. The pupils are taught in mixed age EYFS, KS1 and Year 3 & 4 and Year 5 & 6 with KS2 sometimes being taught together. The school has a part-time (afternoons) Nursery for pupils aged 3 and over. We work closely with Lindale Muddy Boots Nursery (mornings only) who share our site and playground. We attract families from the wider area who like our nurturing and inclusive ethos. The school currently has a new Headteacher following the retirement of the previous headteacher in July 2020. The school was inspected by Ofsted in November 2018.

## Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data;
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and be prepared for a successful secondary school placement and future career.
- For all disadvantaged pupils to have strategies to cope with challenging situations and promote positive mental wellbeing.

## Achieving Objectives

The range of provision the school considers in making provision for all children and specific groups include (but would not be limited to):

- Maintaining manageable class sizes, thus improving opportunities for effective teaching and accelerating progress;
- 1-1 support, small group support and challenge as required;
- Additional teaching and learning opportunities provided through trained staff or external agencies;
- Work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations;
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations;
- Transition from primary to secondary and transition internally and into EYFS from Nursery;
- Additional learning support;
- Pay for activities, educational visits and residential visits. Ensuring children have first-hand experiences to use in their learning in the classroom;
- Support the funding of specialist learning software and hardware as required;
- Behaviour and nurture support

NB: This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

## Challenges

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

Challenge number	Detail of challenge
1	Weak social skills including language and communication
2	Low attainment, especially across English and Maths
3	Financial challenges for extra-curricular opportunities
4	Less support at home with learning
5	Special Educational Needs
6	Wellbeing and resilience

## 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
All children are able to attend residentials and take part in extra-curricular activities such as music lessons.	Pupils are able to take part in extra-curricular activities that they want to.
Progress in social skills including language and communication	Pupils are able to form and maintain friendships
Progress in Writing	Achieve above national average progress scores in KS2 Writing ( <u>TA, with GD also above national average end of 2022</u> ) Internal assessments show good progress.
Progress in Mathematics	Achieve above national average progress scores in KS2 Maths ( <u>with GD also above national average end of 2022</u> ) Internal assessments show good progress.
Progress in Reading	Achieve above national average progress scores in KS2 Reading ( <u>with</u>

	<u>GD also above national average end of 2022)</u> Internal assessments show good progress.
Progress in spelling	Make at least good progress in spellings. Pupils are able to apply spellings to written work.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>

## 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: £ 1144

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>SENCO additional time</i>	SENDCo time used effectively is important to coordinate and provide support.	1, 2, 4, 5, 6
<i>Staff CPD</i>  <i>Costing varies depending on training costs and whether cover is required.</i>	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We are part of various groups and utilise CPD from cluster meetings.	2
SEL approaches will be embedded into routine educational practices and supported by professional	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):	1, 6

development and training for staff.  Head Teacher and Mental Health Lead time for additional wellbeing training  Coordination of additional transition activities to relieve anxiety.	<a href="https://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>  From our experience, children identified as being anxious about transition across Key Stages including secondary school, benefit from having additional transitional strategies in place.	
Jane Considine KS2 Spelling Scheme	Scheme recommended by other schools for progress in spelling.	2

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

Budgeted cost: £2022

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional reading and spelling sessions targeted at disadvantaged pupils who require further phonics support. The use of precision teaching to be introduced. e.g. Precision teaching b and d focus Reading and Spelling session weekly Split into smaller groups for spellings	Precision teaching recommended by Educational Psychologist every day.  In school we have found that additional reading time boosts progress.  Smaller groups for spelling allows a more focused approach tailored to the specific needs of the group. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> EEF: This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Small group tuition has an average impact of four months' additional progress over the course of a year.	2, 4, 5
Purchase of IDL subscription - continued	Discussions took place between school and the Educational Psychologist around possible specific literacy difficulties. She recommended IDL. Dyslexia Association Assured: A multisensory system supporting	2, 4, 5

	learners with dyslexia and other learning difficulties to increase their spelling and reading ages Digital Technologies can add up to +4months progress (EEF)	
Continued use of Toe-by-Toe intervention	Discussions took place between school and the Educational Psychologist around possible specific literacy difficulties. She recommended Toe-by-toe every day for 15 mins.	2, 4, 5
Additional Maths support – pre-teaching and consolidation sessions as needed Small group teaching in maths to have a more focused and individualised curriculum.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> EEF: This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Small group tuition has an average impact of four months' additional progress over the course of a year.	2

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

Budgeted cost: £ 920 + £579 contingency

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Weekly Talk About sessions</i>	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): <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-emotional-learning">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	1, 6
To subsidise extra-curricular opportunities such as residentials and music lessons.	Evidence has shown that taking part in extra-curricular opportunities boosts positive mental wellbeing. EEF Toolkit: Arts Participation EEF Toolkit: Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion therefore, Metacognition and self-regulation may also be involved.	3, 6

<p>Purchase of new reading books specifically tailored towards PP pupil's lexile level, interests and specific literacy difficulties. (Barrington Stokes)</p>	<p>Purchase of reading books that are a lower reading age but higher interest level help to engage all in reading for pleasure.</p> <p>Pupils' accessing books which are accurately matched to their reading age ensures success in reading, increases enjoyment of reading.</p>	<p>2, 5</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

**Total budgeted cost: £ 4665**



## 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.

The number of children at the school makes analysis of outcomes difficult as data (which is available to appropriate professionals if required) cannot be anonymised. However, our programmes of support, directed staff time and other groups, as well as additional time for all staff has meant that our nature of support in 2021/2022, and additional purchased resources has seen a measurable impact in terms of both progress and attainment.

### 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

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
	<p>Service pupil premium funding was also used to provide additional support in and outside of lessons by enabling small groups and intervention activities designed to accelerate progress in Reading, Writing, Spelling and Maths.</p> <p>This money also provided funding for extra-curricular opportunities such as residentials and music lessons which allowed these children to have a wider range of experience as well as boosting self-esteem and positive mental health.</p>