

## 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	Lightmoor Village Primary School
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	J Siddons Headteacher
Pupil premium lead	L Cowan Deputy Headteacher
Governor	P Jones Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,850
Recovery premium funding allocation this academic year	£5,800
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	£67,650

# Part A: Pupil premium strategy plan

## Statement of intent

At Lightmoor Village Primary School we have high expectations of all pupils whatever their starting point. The focus of our pupil premium strategy is to improve outcomes and to narrow the attainment gap between disadvantaged and non-disadvantaged pupils in school and to continue to challenge those children in receipt of PP funding that are already high attainers. We understand that not all pupils in receipt of PP funding will be vulnerable learners and the process outlined in this statement is intended to support all needs.

We will take the tiered approach recommended by EEF to ensure that we meet individual needs and identify any barriers to learning.

1.High quality teaching: Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school. Alongside this investing in high quality CPD for staff.

2.Targeted academic support: Evidence consistently shows the positive impact that targeted academic support can have, having structured small group and 1:1 interventions in addition to classroom teaching.

3. Wider strategies: Wider strategies relate to the most significant non-academic challenges to success in school, including attendance, behaviour and social and emotional support, which also may negatively impact upon academic attainment.

Our approach will be responsive to common challenges and individual needs. We intend to ensure that pupils in receipt for PP funding here at Lightmoor are given additional support to ensure that any barriers to learning are addressed. We aim to provide intensive pastoral support service for pupils and parents through our school nurture group 'Treehouse' and through fully trained and committed staff. We work closely with outside agencies and invest in specialist support to meet the needs of our pupils.

## Challenges

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

Challenge number	Detail of challenge
1	50% of our PP children have SEND with an increasing number of pupils with poor working memory, phonological awareness and attention difficulties impacting on all areas of learning, specifically in writing as seen in our internal assessment data.

2	Emotional well being data in school demonstrates 64% of our PP pupils and their families require or have required additional support for their emotional well-being including social work and early help intervention. The impact of partial closures and class bubbles has also been seen in the behaviours of these children due to limited access to school nurture since March 2020.
3	Increased numbers of pupils with complex needs, including speech and language and social communication. 42% of our KS1 PP children have speech and language development needs.
4	Assessments, observations and discussions with pupils suggest that the progress in learning of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These finding have also been supported by national studies.
5	Discussions with pupils, observations in classrooms demonstrate that our PP children lack enrichment activities and opportunities impacting on vocabulary, creativity, confidence and resilience which has been heightened during the school closures and lockdowns.
6	Internal and external data shows that our disadvantages pupils have greater difficulties learning phonics than their peers, negatively impacting on their development as readers.

## 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
Pupils make at least expected progress in reading, writing and maths.	Gap will close in progress made between PP and non PP.
Increase overlearning and reinforcement in reading and maths in school	Increase in reading and maths ARE data
Pupils access a wide range of interventions to meet their SEND needs, including speech and language.	As their SEND needs are being addressed, PP pupils make expected progress or exceed their targets set in R,W,M.
Pupils have access to a menu of nurture support with well trained staff in school	Support is received for a wide range of needs. Children are provided with pastoral care, guidance and support to raise self-esteem and develop skills of resilience, independence and perseverance. Behaviour incidents are reduced in school.
Pupils access a wide range of enrichment experiences both in and out of school.	Pupil surveys reflect enjoyment in school and improved attitudes to learning. After school clubs will be full with a wide range of PP children attending. Social skills, independence, perseverance and teamwork are developed.

## 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: £15,820

Activity	Evidence that supports this approach	Challenge number(s) addressed
All teachers and TA's retrained to teach read write inc and support the teaching of reading and reading consistently across the school. Purchase of new resources. TA's able to lead one to one tutoring.	<i>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. Particularly for pupils from disadvantaged backgrounds. EEF</i>	1, 4, 6
Training for all teachers in the Read Write inc spelling programme and resources.	<i>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 interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. EEF</i>	1, 4, 6
TA trained by speech and language therapist to target gaps in pupils' language identified by Telford and Wrekin S and L team. Role funded through school.	Speech and language are one of the main barriers to pupils progressing in reading, writing, maths and the wider curriculum. Speech and language data shows that if gaps in language are targeted then progress is accelerated.	3, 2

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in time for training and purchasing resources for dyslexia based programme Word Wasp	<i>Targeted small group and one to one interventions have potential for the largest immediate impact on attainment. EEF</i>	1,4
Purchase of Read Write Inc updated resources and online portal. Invest in training for all staff and TA's to deliver one to one tutoring in addition to daily phonics lessons. Extra TA to hear PP readers each week.	<i>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 interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. EEF</i>	1, 4, 6
Speech and language trained TA to deliver speech and language interventions to pupils identified as in need in small groups. As above. Deliver Talk Boost for EYFS pupils.	<i>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. EEF</i>	1,3, 2
Engaging in National tutoring programme to provide school led tutoring for pupils in maths.	<i>Small group tuition has an average impact of 4 months additional progress over the course of a year. EEF</i>	4

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

Budgeted cost: £38,856

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full time trained nurture worker plus funding to resource the nurture room.  Dedicated person who builds a relationship with pupils and their parents. Providing support they require, link from home and school. Delivers:	Nurture Groups target social, emotional and behavioural difficulties in school aged children.  There is an evidence base underpinning Nurture Groups.  <i>Delivering an attachment-based model in primary school settings improves social, emotional and behavioural outcomes. Children and youth services review 2020.</i>	2, 3, 5

Talktime, Lego Therapy, Anger Gremlin, Anxiety Gremlin, Keep Cool, Social skills.		
Whole school behaviour management and conflict resolution training	<i>There is evidence across a range of different interventions with higher impacts for approaches that focus on self management. EEF</i>	2
Invest in whole school new PSHE scheme Jigsaw	<i>We have gathered a wealth of evidence demonstrating that the knowledge, skills and attributes taught within PSHE education have a positive impact in a number of areas, including emotional wellbeing, academic attainment, and preparation for the world of work. PSHE association.</i>	2, 5
Forest lead member of staff to lead session in local woodland.	<i>Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy EEF</i>	2, 5
Subsidised school trips and Residential trips  All after school clubs free of charge for PP pupils.  Fund for external mentor in school  Contingency fund for issues as they arise.	Pupil surveys reflect greater enjoyment and engagement in school.  Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data.  EEF – sports participation increases educational engagement and attainment.	2, 3

**Total budgeted cost: £67,676**

## 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.

Covid from March 2020 – Feb 2021 led to National tests being cancelled in July 2020 – there is therefore no National data.

Our internal assessments during 2020 2021 show that the performance of the disadvantaged pupils in school is lower than in previous years. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Families had doorstep visits from members of staff and regular phone calls Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We offered extra external support virtually through Smashlife mentoring and extra Educational Psychologist sessions to offer phone calls of support and virtual meetings with parents at home. This was met with very positive feedback.

Staff attended emotional and well being panel meetings virtually to access support and advice for PP pupils during lockdown. Due to speech and language interventions pupils were able to access speech in a clinic with therapist virtually initially and then have support from trained member of school staff during lockdown.

### Externally provided programmes

Programme	Provider
1:1 Mentoring for self-esteem and resilience	Smashlife Mentoring