

# Pupil premium strategy statement – Lightmoor Village 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	29% (61 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23 2023 -2024 2024-2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Lucy Cowan Headteacher
Pupil premium lead	John Newton Deputy Headteacher
Governor /Trustee Lead	Charlotte Hilton PPG Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,450
Recovery premium funding allocation this academic year	£5,800
NTP Allocation	£4,050
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£89,250 (not including NTP allocation).

# 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, we invest in high quality CPD for staff.

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

3. Wider strategies: Wider strategies target the most significant non-academic challenges to success in school. Specifically including; attendance, behaviour and social and emotional support. We recognise that these barriers significantly impact on outcomes, holistically and seek to address barriers as a means to improve all outcomes and attainment.

We aim to provide effective pastoral support for pupils and parents through our school nurture room, 'Treehouse' which is led by fully trained and committed staff. We work closely with outside agencies and invest in specialist support to meet the needs of our pupils.

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.

## Challenges

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

Challenge number	Detail of challenge
1	58% 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. Internal and external data, including Phonic Screening Check outcomes, demonstrate that PP pupils are at greater risk of underachievement.
2	Emotional wellbeing data in school demonstrates 50% 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 legacy of Coronavirus lockdown impeding the ability to provide access to in-house nurture and to outside, professional services means there is a bottleneck of need that requires time and adaptation to address.
3	Increased numbers of pupils with complex needs, including speech and language and social communication. 47% of our KS1 PP children have speech and language development needs. Early identification in September '22 Reception cohort demonstrates that speech & Language development will be an ongoing priority.
4	Assessments, observations and discussions with pupils suggest that the attainment gap between PP and non-PP pupils in school widened during lockdown. This gap continues to exist, and our priority is to accelerate progress of identified learners.
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 historic school closures and lockdowns.

## 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 accelerated progress in reading, writing and maths.	Gap will close in progress and attainment made between PP and non PP. KS2 2024 2025 Data will show this.
Increase overlearning and reinforcement in reading, writing and maths in school.	Improvement in progress being made by PP pupils, which increases confidence promotes access and closes the attainment gap. KS2 2024 2025 Data will show this.
Pupils access a wide range of interventions to meet their SEND needs, including speech and language.	Specific barriers to learning are addressed, which promotes equitable access to a suitable curriculum and appropriate adaptations and scaffolds which seek to remove barriers to progress. As such attainment in R,W, M increase.

Pupils have access to a menu of nurture support with appropriately 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. Relational practices promote de-escalation and avoidance of high-level behaviour incidents.
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. The Warwick-Edinburgh Wellbeing Scale provides a baseline and ongoing assessment of wellbeing and esteem. Access to free, afterschool clubs will be promoted amongst PP pupils and families which provide enrichment and development of a range of skills and attitudes.

### 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: **£11,542**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing Investment in the Read, Write, Inc Support Package to upskill the newly appointed R,W, Inc. manager and provide in-school coaching to upskill all staff delivering the phonics programme.	<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.</i> EEF <a href="#">Reading Skills Partnership</a>	1, 3, 4.  £1,400
Continued purchase of Letter Join: a handwriting scheme for whole school implementation		£315

2023 2024 invest in new whole school writing scheme and Salford reading assessment Including whole school training and implementation.		£2,800  £1,500
Additional pupil progress meetings each half term for PP/SEND vulnerable pupils  Targeted monitoring and CPD to support the teaching of reading, writing and maths to support all pupils and focus on PP pupils.	Ensuring that high quality class teaching is supported by SLT, targeted interventions and opportunities for reflection.  Continuous CPD to support areas of weakness for individual teachers to ensure that teaching is as good as it can be.	1
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  £5,627  Staff for afternoons

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

Budgeted cost: **£27,740**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in additional support staff and targeted resources, in order to develop impact of 1:1 intervention  Third Adult in Year 5 and 6 each morning	<i>Targeted small group and one to one interventions have potential for the largest immediate impact on attainment. EEF</i>  <i>Additional adults to meet the range of needed in specific year groups.</i>	1,4  £2925  £4,875  staff 1 hour a day for 5 days  Staff 2 hours extra for 5 days

Additional adult each morning for Year 6 target group.		£7000
Continued 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  Oxford Owl and resources this year £600
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  £3,340  2PM's  Additional KS1 TA £16,000
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: **£50, 204**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Full time trained nurture worker plus funding to resource the nurture room.</p> <p>Dedicated person who builds a relationship with pupils and their parents. Providing support they require, link from home and school. Delivers: Talktime, Lego Therapy, Anger Gremlin, Anxiety Gremlin, Keep Cool, Social skills.</p>	<p>Nurture Groups target social, emotional and behavioural difficulties in school aged children.</p> <p>There is an evidence base underpinning Nurture Groups.</p> <p><i>Delivering an attachment-based model in primary school settings improves social, emotional and behavioural outcomes. Children and youth services review 2020.</i></p>	<p>2, 3, 5</p> <p>£29,854</p>

<p>2023 2024</p> <p>ELSA Training for nurture lead and cover</p> <p>Additional BSAT session and Drawing and Talking Therapy</p> <p>Additional staff to meet the needs of some of our most vulnerable learners Autumn 2024</p>		<p>£660</p> <p>£700</p> <p>£500</p> <p>£450</p> <p>£1000</p>
<p>HT to work with office staff to develop the role of attendance office and attendance lead. Start door visit for those PPG PA pupils.</p>	<p>In order to learn children need to be in school.</p>	
<p>Whole school behaviour management and conflict resolution training</p>	<p><i>There is evidence across a range of different interventions with higher impacts for approaches that focus on self-management. EEF</i></p>	<p>2</p>
<p>Continued Investment in whole school new PSHE scheme Jigsaw.</p> <p>Continue to develop the PSHE curriculum to meet the individual needs of our pupils and our context</p>	<p><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></p>	<p>2, 5</p>
<p>DHT to continue develop outdoor learning within the full curriculum.</p>	<p><i>Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy EEF</i></p>	<p>2, 5</p> <p>Greg Bottrill Early Years educator £800 Spring Summer 2024</p>
<p>Subsidised school trips and Residential trips</p> <p>All after school clubs free of charge for PP pupils.</p>	<p>Pupil surveys reflect greater enjoyment and engagement in school.</p> <p>Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p> <p>EEF – sports participation increases educational engagement and attainment.</p>	<p>2, 3</p> <p>£6510</p>

Fund for external mentor in school		
Contingency fund for issues as they arise and the resources for new literacy scheme.		£7000
Smash life		£2,730

**Total budgeted cost: £89,489**



## 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 2022 to 2023 academic year.

#### 2022 2023 Impact

During the 2022 – 2023 academic year, our focus was on upskilling staff to enable them to support disadvantaged children through a wide range of specific interventions and overlearning of identified core skills. The impact of this has been particularly evident in Key Stage One, where early identification and intervention has supported PP pupils to accelerate progress from starting points so disadvantaged pupils achieved at least in line with local averages and non—pp peers for reading, writing and maths.

Across the school, the impact of staff CPD around attachment-aware practice has had a significant impact on disadvantaged pupils who also have SEMH barriers to access and learning. The school achieved Accreditation from The Attachment Research Community (ARC) and was one of a small number of schools locally to lead in a pilot project to share good practice. As an ARC-accredited school, policy and practice has been refined to ensure pupils develop the skills they need in order to access the educational offer: self and co-regulation skills, resilience, coping with disappointment and so on. There have been significant reductions amongst disadvantaged pupils who previously struggled to access classrooms and learning consistently. As such, their progress and achievement has accelerated both academically and emotionally.

A significant proportion of disadvantaged pupils in Year 6 also had specific SEND needs, which impacted on attainment in KS2 SATs, however, internal progress data demonstrated the impact of our actions through this funding.

### Externally provided programmes

Programme	Provider
1:1 Mentoring for self-esteem and resilience	Smashlife Mentoring
Drawing and talking therapy Behaviour support observations	BSAT team