

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	Lutley Primary School
Number of pupils in school	610
Proportion (%) of pupil premium eligible pupils	7.5% (46 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Kate Hall
Pupil premium lead	Karen Daley
Governor / Trustee lead	Jaynie Berry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,100
Recovery premium funding allocation this academic year	£5,278
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	£67, 378

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of our school and the subsequent challenges faced by individual schools and families as well as cohort trends. Research conducted by Education Endowment Foundation (EEF) informs the evidence base for the approaches taken in school, to ensure that the best strategies and approaches are employed for the children in it.

The importance of overcoming barriers for disadvantaged children, have been summarised as:

- Building excellent relationships with children and families
- Teaching children how to learn to develop skills in metacognition and self-regulated learning
- Ensuring the children are happy, content and resilient learners where schools work hard to overcome social, emotional and mental health needs of children
- Ensuring that children have a good understanding of oral language and are able to extend this into reading and writing.

(Addressing Educational Disadvantage in Schools and Colleges, Essex County Council, edited by Marc Rowland, page 14)

The EEF has produced a toolkit which schools can use to inform them of evidence-based practice which helps to accelerate pupil progress. This has been used alongside Addressing Educational Disadvantage in Schools and Colleges to support our approaches.

At Lutley our intent for all pupils is as follows:

As a values-led school, our curriculum is underpinned by **Learning**, Caring, Aiming High-Together. It is through these values that we develop the whole child.

It is our intent that children leave Lutley ready to move forward in their learning, kind, resilient and well equipped digital and global citizens.

In order for all children to do this we aim:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through a three-tiered approach as recommended by the EEF

1. Quality First Teaching

By continually seeking to improve the quality of teaching, all children in the school will make good or better progress. Through personalised CPD opportunities, including coaching, teachers will further their pedagogy and develop strategies to meet the needs of all learners in our school and this will support them to overcome barriers in learning where they exist.

2. Targeted academic support for identified pupils

Targeted intervention can support children to make accelerated progress in areas that they find difficult. We make provision for targeted academic support in small groups and on a one to one basis after careful diagnostic assessment of children's areas of strength and development. We do this through same day intervention with the class teacher or an intervention programme with a skilled, trained adult.

3. Wider Approaches

Wider approaches include an individualised approach for the child and family.

Provision can include:

- School breakfast clubs
- Music lessons
- Help with the cost of educational trips or visits
- Individualised intervention to raise self-esteem, build resilience or improve attendance.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment in Reading</p> <p>In year 1 there are a significant number of children (49) who are not yet ready to begin phase 5 letters and sounds at the beginning of September. 66% of disadvantaged children fell into this category (4 out of 6 children)</p> <p>There is a significant attainment gap in reading in year 2, 3, 4, and 5 with the percentage of disadvantaged children reaching age related expectations at the end of the year, lower than their non-disadvantaged peers.</p> <p>Progress in reading</p> <p>In year 2, 4 children did not pass the phonic screening check administered in school.</p> <p>In year 3 and year 5 disadvantaged children have not made the same progress in reading comprehension as their peers based on internal data</p>
2	<p>Attainment in Writing</p> <p>There is a significant attainment gap in writing in year 2, 3, 4 and 5 with the percentage of disadvantaged children reaching age related expectations at the end of the year, lower than their non-disadvantaged peers.</p> <p>Progress in Writing</p> <p>In year 3, 5 and 6 disadvantaged children have not made the same progress in writing as their peers</p>

3	<p>Attainment in Maths</p> <p>There is a significant attainment gap in writing in year 2, 4, and 5 with the percentage of disadvantaged children reaching age related expectations at the end of the year, lower than their non-disadvantaged peers.</p> <p>Progress in Maths</p> <p>In year 3 and year 5 disadvantaged children have not made the same progress in maths as their peers based on internal data.</p> <p>14 children who are identified as disadvantaged say that they find maths challenging.</p>
4.	When interviewed the majority of disadvantaged children did not indicate that they had knowledge of metacognitive skills when they found something challenging.
5.	33% of children are at ARE on entry to reception. A large minority of children have low language scores on the Welcomm.
6.	Attendance at school is a factor impacting on some disadvantaged children within the school
7.	The outcome of pupil voice and parent voice shows that some children show signs of anxiety in school.

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
Progress in Reading	<p>All disadvantaged children will make good progress in reading from starting points against the new EYFS framework.</p> <p>Disadvantaged children who have not been identified as having SEND, will pass the phonics check in year 1 and 2.</p> <p>Achieve national average progress scores in KS2 Reading</p> <p>Internal data will show that disadvantaged pupils make at least expected progress in reading.</p>
Progress in Writing	<p>All disadvantaged children will make good progress in writing from starting points against the new EYFS framework</p> <p>Internal data will show that disadvantaged pupils make at least expected progress in writing.</p>

	Achieve national average progress scores in KS2 writing.
Progress in Maths	All disadvantaged children will make good progress in maths from starting points against the new EYFS framework Internal data will show that disadvantaged pupils make at least expected progress in maths. Achieve national average progress scores in KS2 maths.
Metacognition	Children will be able to describe a range of strategies in different subjects which helps them to learn best and more independently. In children's books we will be able to see their self-assessment and reflections on their work. In all subjects we will be able to see editing, redrafting and response to their own assessment of their work.
Good level of development EYFS	Disadvantaged children in EYFS who have not been identified as having SEND, will meet a good level of development.
High attendance	Attendance of identified children is above 96%
Some children show signs of anxiety in school.	All staff will have a good understanding of adverse childhood experiences and how to support children with a range of mental health needs.

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: £4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Coaching triads with a teacher educator</i>	Instructional coaching and deliberate practice has an impact on teaching technique and practice.	1,2,3, 4, 5

<i>Training staff on metacognition and self-regulation and follow up</i>	EEF states that 7 months progress can be made when pupils know how to learn best and apply this to their own learning. Staff CPD will focus on what this is, the practice that can be implemented unique to classes, phases and school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1,2,3,4,5
<i>Mastery approach to maths – ongoing</i>	Adaptations to the beginning of our maths lessons will support all learners with fluency in maths. Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	3,5
<i>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2
<i>Staff to have ACES training and have a good understanding of trauma informed practice and how this practice can improve outcomes for children.</i>	This recommended by our safeguarding hub team in Dudley. It is also recommended by Unity Research council as important to understand how trauma impacts negatively on children and how schools can use this knowledge to adapt provision for the children involved.	6, 7
<i>Specific personalised and targeted homework for children who are 'off track' or not at ARE.</i>	EEF finds that set twice a week homework has a positive impact on average 3+ months as long as it is purposeful. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1,2,3,4

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

Budgeted cost: £ 59,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Oral language intervention for children within reception based on the Welcomm as well as encouraging children to read aloud and discussing books, modelling of inference through structured questioning, group or paired work that allows children to share thought processes and articulate their ideas.</i></p> <p>3x2 hours Level 3 TA</p>	<p>Implementing a targeted language intervention can improve progress by +7 months in EYFS. These interventions need to take place over a sustained period – 3 x weekly or more for half a term to a term.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>5, 1, 2</p>
<p><i>Smaller class sizes – phonics</i></p> <p>5X20 Minutes x 6 staff</p>	<p>EEF research suggest that smaller class sizes has a small positive impact on pupil progress (+2 months), when teachers can have higher quality interactions with pupils and give more specific feedback to move learning forward.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	<p>1, 2</p>
<p><i>Targeted support in phonics for small groups of children in year 1 and 3 using Sound Discovery by TAs and Targeted support in phonics for small groups and individual</i></p>	<p>Additional phonics support can lead to +5 months progress to support disadvantaged children to develop early reading skills.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2</p>

<p><i>children in year 1 by a phonics teacher specialist 4x afternoons per week (Spring and summer term) 4X 2 hours per week.</i></p>		
<p><i>Targeted support in phonics for small groups and individual children in year 2 by a phonics teacher specialist 4x afternoons per week (Autumn term and those who do not pass phonic screening spring and summer term).</i></p>	<p>Additional phonics support can lead to +5 months progress to support disadvantaged children to develop early reading skills.</p> <p>Individualised instruction can lead to +4 months progress as a supplement to class teaching.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2</p>
<p><i>Targeted support in phonics for small groups and individual children in year 3-6 by a teaching assistant to provide targeted intervention with individuals or small groups using identified programmes. 3x20 Mins x 2 TAs</i></p>	<p>Individualised instruction can lead to +4 months progress as a supplement to class teaching.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3</p>
<p><i>Targeted support in for recovery linked to data analysis for small groups and individual children in year 3-6 by providing a part time teacher 4x2 hours each week to provide targeted using</i></p>	<p>Individualised instruction can lead to +4 months progress as a supplement to class teaching.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3</p>

<p><i>identified programmes such as inference training for comprehension, toe-toe for fluency or white rose maths booklets to support a mastery approach.</i></p>		
<p><i>Smaller maths groups in year 6 5X 1.25 hours pw teacher</i></p>	<p>EEF research suggest that smaller class sizes has a small positive impact on pupil progress (+2 months), when teachers can have higher quality interactions with pupils and give more specific feedback to move learning forward.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	<p>3</p>
<p><i>Extending the school day for some pupils for targeted interventions – UPKS2 maths and phonics master classes before school by trained adults such as an academic tutor teacher or TA.</i></p>	<p>The impact of extending school time is +3 months as long as children attend regularly.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	<p>1,2,3</p>
<p><i>Employing an additional 2 TAs within KS1 to allow for additional reading focus – 1-1 and in small groups</i></p>	<p>Individualised instruction can lead to +4 months progress as a supplement to class teaching. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2</p>
<p><i>Use of technology and online platforms to set personalised nuggets/</i></p>	<p>Century tech is used to provide personalised homework and individualised instruction when children use it in school. TT Rockstars supports children to learn times tables. Accelerated Reader supports children and teachers by tracking how successful they are on quizzes and</p>	<p>2, 3</p>

<i>teaching videos linked to AI</i>	identifies next steps for the teacher to work on with the pupil. While EEF has not reviewed the impact of online platforms, the companies have claimed that they have a positive impact on pupil attainment and confidence.	
<i>Sandwell Numeracy Intervention for identified children in KS1</i> <i>3x20 minutes TA x 30 weeks</i>	Small group intervention can lead to 4+ months progress as a supplement to class teaching. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3
<i>Attendance clinics to be run by PP coordinator for families of children who are identified as being disadvantaged.</i>	Good attendance at school and good punctuality is necessary for education to be successful.	6,7

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

Budgeted cost: £ 3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>All disadvantaged children have been offered peripatetic music lessons.</i>	EEF suggests that arts participation may be used in other areas of the curriculum. It is valuable in its own right offering enrichment. Improved outcomes have been identified in English, mathematics and science in both primary and secondary settings. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1,2,3,7
<i>All disadvantaged children will be offered access to</i>	This is important for mental health and well-being as well as enriching the curriculum. EEF evidence suggests that it can impact positively in maths and English by increasing pupil attainment by +1 months.	1,2,3,7

<i>after school clubs.</i>		
<i>Computer access in school and at home</i>	<p>Century tech is used to provide personalised homework and individualised instruction when children use it in school.</p> <p>TT Rockstars supports children to learn times tables.</p> <p>Accelerated Reader supports children and teachers by tracking how successful they are on quizzes and identifies next steps for the teacher to work on with the pupil.</p> <p>While EEF has not reviewed the impact of online platforms, the companies have claimed that they have a positive impact on pupil attainment and confidence.</p> <p>Children will be able to access homework,</p>	1,2,3,4,5
<p><i>APDR type meetings termly with parents either face to face or over the phone to build close relationships with parents to gain support and provide support, in addition to other strategies to engage parents to support their children.</i></p> <p><i>2x20 minutes CT</i></p>	<p>Involving parents can support children to make up to 4+ months progress according to the EEF.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1,2,3,5,6,7

Total budgeted cost: £ £67, 400

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.

July 2021

Contextual

March- August 2020 – National school closures

January – March 2021 – National school closures

It is worth noting that numbers of identified pupil premium children are relatively low in some year groups and this can impact on the data significantly as 1 child is equal to a much higher percentage.

Progress across the school – children making at least expected progress from starting points

Year 1	Pupil premium	Non Pupil premium
Reading	100 %	100%
Writing	100 %	99%
Maths	100 %	100%

Year 2	Pupil premium	Non Pupil premium
Reading	56 %	85 %
Writing	56 %	88 %
Maths	67 %	86 %

Year 3	Pupil premium	Non Pupil premium
Reading	100%	95 %
Writing	100 %	85 %
Maths	100 %	93 %

Year 4	Pupil premium	Non Pupil premium
Reading	78%	93%
Writing	56 %	80 %
Maths	56 %	90 %

Year 5	Pupil premium	Non Pupil premium
Reading	100 %	84%
Writing	64 %	67%
Maths	91 %	73%

Year 6 (12 children)	Pupil premium	Non Pupil premium
Reading	75 %	87 %

Writing	75 %	79 %
Maths	75 %	84 %

Attainment at the end of July 2021 – Percentage at Age Related Expectations

Year 1 (5 children)	Pupil premium	Non Pupil premium
Reading	40 %	88 %
Writing	20 %	76 %
Maths	20 %	81 %

Year 2 (9 children)	Pupil premium	Non Pupil premium
Reading	56 %	80 %
Writing	56 %	70 %
Maths	67 %	88 %

Year 3 (3 children)	Pupil premium	Non Pupil premium
Reading	33 %	86%
Writing	0 %	73%
Maths	33 %	92 %

Year 4 (9 children)	Pupil premium	Non Pupil premium
Reading	56 %	86 %
Writing	56 %	79%
Maths	56 %	88 %

Year 5 (11 children)	Pupil premium	Non Pupil premium
Reading	82 %	92 %
Writing	64 %	82 %
Maths	73 %	91 %

Year 6 (12 children)	Pupil premium	Non Pupil premium
Reading	92%	92%
Writing	92%	91%
Maths	92%	91%

Summary statement

Attainment

Attainment in reading, writing and maths is lower for pupil premium children when compared with non-pupil premium children from year 1-5.

Attainment in reading, writing and maths is similar when comparing pupil premium to non-pupil premium in year 6.

Progress

Progress of pupil premium compared with non-pupil premium is good in year 1 and year 3

Accelerated progress is required for pupil premium in Y2 and Y4 for reading, writing and maths and Y5 in writing – this will be a focus for next year when the children are in year 3, 5 and 6.

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
How did you spend your service pupil premium allocation last academic year?	One child required some additional support to further develop social skills. The child was showing bullying behaviour towards some children in the class. The child received targeted intervention to support their emotional needs and direct teaching about the impact of bullying.
What was the impact of that spending on service pupil premium eligible pupils?	The child is a lot more settled and is developing good friendships within the class.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.