



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	Lordswood
Number of pupils in school	386
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Jayne Lusinski
Pupil premium lead	Claire Beehan
Governor / Trustee lead	Lisa Crook

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year.	£156,020
Recovery premium funding allocation this academic year.	£ 17, 255
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.	£ 173,275



Pupil Premium Strategy Statement

Part A: Pupil Premium Strategy Plan

Statement of intent

We believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Raising the attainment of disadvantaged pupils and closing the gap with their peers remains a priority.

We aim to:

- Ensure that teaching and learning opportunities meet the needs of all our pupils.
- Ensure that appropriate provision is made for pupils who belong to vulnerable groups and that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- Develop a personalised learning approach for all children that promotes self-directed learning and enquiry.
- Fully embrace digital technology to remove barriers, develop skills and widen children's horizons and opportunity.

Challenges

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

Challenge number	Detail of challenge
1	Oral language skills and development are lower for PP pupils entering reception. This is impacted by their lack of reading / listening to high quality children's literacy and an environment not conducive to learning.
2	Lack of exposure to high quality phonics teaching during school closure, especially our pupils eligible for pupil premium.
3	Pupils eligible for pupil premium funding have limited out of school experiences which limit their vocabulary, impacting on reading and writing.
4	Low aspirations and parental engagement impacts on attendance, outcomes and progress, especially our disadvantaged children.
5	Social needs due to complex family situations and profound emotional issues following COVID lockdown.

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 eligible for early years pupil premium funding achieve expected milestones by the end of reception. Children meet GLD by the end of reception making accelerated progress to close the gaps.	Identified pupils receive targeted support. Increase in the percentage of EYFS pupils achieving expected outcomes, particularly in communication and language.
Pupil Premium and others make accelerated progress in Reading and Phonics. Attainment	Phonics achievement of pupil's eligible for PP is in line with non-PP children and



Pupil Premium Strategy Statement

is at least in line with national expected outcomes.	attainment in reading is in line with national expectation.
100% of pupils including those eligible for Pupil Premium funding achieve at least expected progress at Key Stage 2.	100% achievement for all pupils.
Children are supported to ensure their emotional needs are met.	Children are in school, happy, attaining and making progress.
Attendance improves for PP children. Parents are better equipped to support their child's learning.	Attendance of PP children across the school is in line with the national average.
Pupils eligible for pupil premium funding in Key Stages 1 and 2 have access to the internet to allow remote learning and participate in all "Learning through Prep" on line activities. Increased access to online workshops enables parents to support with home learning. School regularly engages remotely with parents to offer support.	All pupils eligible for pupil premium funding in Key Stage 1 and 2 are able to complete all work remotely. Parents successfully support pupils at home with their learning, both homework and learning through Prep activities. Increased parental engagement.
All children through the implementation of metacognition are able to demonstrate high level questioning and thinking skills.	Children can confidently use high level questioning to challenge themselves.

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.

1) Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Intervention groups – Teacher led.	Improved outcomes from smaller teaching groups with qualified teachers. Tracking data and previous external validated data.	1,2,3
HLTA booster sessions throughout KS1 and 2.	Pre-teaching and small group withdrawal address key concepts and ensures all children can access curriculum resulting in improved outcomes.	2,3
Easter Booster sessions.	Increased outcomes and narrowing of gaps have been proven successful previously.	123
Additional RWI phonics provision – resources and training.	All children accessing high quality phonics programme to pass the PSC. Additional provision ensures all gaps are closed and children can blend and decode words.	2



Pupil Premium Strategy Statement

Specific SEND resources and equipment.	Resources support children to access learning through removing identified barriers. Pupil engagement increases through being able to engage in all learning activities in line with need.	1 2 5
Educational Psychologist	A full EP cognitive and socio-emotional assessment identifies learning needs of targeted pupils who underachieve. Strategies and support enable pupils to access and succeed in their learning.	1,2,3,4,5
Occupational Therapist and specific OT resources.	OT assessment identifies a range of challenges and makes recommendation for children to overcome their barriers to learning. Pupils engage positively with their learning.	2,3,4,5
Bespoke CPD for staff e.g. - Power of Reading - Sign a long - RWInc - Challenge and Greater Depth – questioning – Metacognition	Power of reading is a proven resource which uses quality texts and approaches to develop a high-quality literacy curriculum and foster a love of reading and writing. Increase in reading and writing outcomes and provides opportunities for Greater Depth. Children who are non-verbal learn to communicate through sign language and hence access the curriculum. All staff deliver high quality phonics. Improved phonics outcomes. Staff are confident at developing challenge and children learn to develop self-awareness skills and become independent learners. Metacognition has a positive impact on learning.	1,2,3
Online subscriptions - Matheletics - TT Rockstars - Whiterose Maths - Method Maths - KM Buster book - NESSY	Children engage enthusiastically with on line media which consolidates their learning. Improved outcomes for Times Table check and children improve recall and fluency. Nessy programs support children with specific learning difficulties to improve basic skills in reading, writing and spelling leading to improved outcomes.	1,3,4
Access to remote learning provision -resources /parental workshops.	All children have access to high quality learning from home. Increased parental engagement. Prep for learning tasks completed to support Blooms thinking approach. Children engage enthusiastically with on line activities.	1,4



Pupil Premium Strategy Statement

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

Budgeted cost: £ 64,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions delivered by trained TAs <ul style="list-style-type: none"> - Toe by Toe - Sound linkage - Fresh Start - EAL support - Sensory support - Lego therapy - Memory Magic - Better reading partners 	Progress evident through the tracking of children's individual targets and the impact reflected in class with their learning and social and emotional development.	1,2,3
Nurture Hub – staffing and resources	Improved socialisation and communication skills. Identified children receive specialist targeted activities. Annual outcomes linked to EHCPs are successfully met.	1, 5
Speech and Language Therapist	Oral communication barriers are identified and recommendations and strategies support teacher's planning and delivery. Pupils' achievement within all areas of the curriculum improve.	1
Delivery of Speech and Language sessions	Pupils who enter school with poor language and communication skills have targeted support to overcome language barriers and enable them to access the curriculum.	1
SENCo – In school screeners and referrals	Early identification of pupil needs ensures that relevant provision removes barriers to learning so that all pupils can progress and achieve.	1,2,3,5
Provision Mapping Tool – Edu-key	Overview of targeted interventions for every child reviewed 6 weekly and amended swiftly for maximum impact and improved outcomes.	1,2,3



Pupil Premium Strategy Statement

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

Budgeted cost: £ 44,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of Mindfulness sessions	Children are more settled and ready to learn, equipped with techniques to problem solve and enhance their engagement in learning.	5
Extra-Curricular experiences <ul style="list-style-type: none"> - Enrichments - Trips - External visitors - Music / Drama projects 	All children thrive from exciting, enriching activities within a broad, balanced curriculum. Children feel valued and part of the community. Children are excited to learn.	3,4,5
Griffin Trust Wide Horizons Agenda	All children experience activities and events they wouldn't normally be able to access. Children demonstrate greater confidence and resilience.	3,4,5
Monitor Attendance closely <ul style="list-style-type: none"> - AAP - Attendance officer - Rewards and prizes 	All children need to attend school to access full curriculum and fulfil their potential. Increased attendance, outcomes and progress. Children who attend daily develop a sense of community and positive social experiences.	4
Breakfast Club provision	Meeting basic needs enable pupils to access the curriculum and focus on their learning. Children's emotional needs are met. Improved attendance and outcomes.	4,5
FSM software	Increased number of pupils eligible for free school meals, meeting basic need. Increased concentration and hence outcomes.	4,5
Play Therapy	SEMH needs are addressed so children can focus and access the curriculum.	5
Pastoral Manager	Pupil's emotional well-being is addressed Children feel safe and supported enabling them to thrive in their learning.	1, 4,5

Total budgeted cost: £ 173,275



Pupil Premium Strategy Statement

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021. Standardised teacher administered tests and moderated teacher assessments has informed our outcomes listed below.

Activity	Outcomes
Quality First Teaching <ul style="list-style-type: none"> Additional teacher and HLTAs to support small class sizes and deliver interventions and booster sessions. Easter school 3 days TA interventions – boosters and phonics Speech and Language sessions Bespoke CPD staff training 	<p>Teacher Assessed data has shown where there are any gaps in learning and this has led to strategic decisions being made for 2021-2022.</p> <ul style="list-style-type: none"> Progress data is meticulously tracked to inform next steps in learning. Progress meetings are used to ensure learning is personalised and the culture of 100% is embedded. Moderation within school, the collegiate and Trust-wide has shown that assessments are accurate and portfolios are used to validate assessments. Year 2 children sat PSC Autumn 2020 – 81% Pass rate. CPD is planned to address needs and strong practice is shared.
Wellbeing <ul style="list-style-type: none"> Pastoral support Attendance Advisory Breakfast club Play therapy Nurture groups Nurture hub Mindfulness 	<p>Children are safe and feel supported and their emotional needs were met which enabled them to learn. Families were supported through pastoral manager and school student social worker, leading to improved relationships and engagement from parents.</p> <p>Improved attendance for all pupils in school and when accessing live learning from home. Children positively engaged in their learning. Children's behaviour for learning is good across the school and children are more settled and ready to learn, equipped with techniques to problem solve and enhance their engagement in learning.</p>
Specialists <ul style="list-style-type: none"> Educational Psychologist Occupational Therapists Speech and language therapist Sign a long SENCo 	<p>Children's learning and social and emotional needs were identified and strategies and support enabled pupils to accessed and succeed in their learning.</p> <p>OT assessments identified a range of challenges and made recommendation for children to overcome their barriers to learning. Pupils engaged positively with their learning.</p> <p>Oral communication barriers identified and recommendations and strategies supported teacher's planning and delivery. Pupils' achievement within all areas of the curriculum improved.</p> <p>Pupils who entered school with poor language and communication skills had targeted support to overcome language barriers which enabled them to access the curriculum.</p> <p>SENCo's early identification of pupil needs ensured that relevant provision removed barriers to learning and all pupils made progress. Dyslexia, dyscalculia and visual stress screeners identified key areas of need and enhanced access to learning.</p>



Pupil Premium Strategy Statement

Extra Provision – <ul style="list-style-type: none"> Resources - school and home Workshops Sensory Subscriptions Software Data - FSM 	<p>Pupil premium children had access to technology and remote learning. Parents engaged well with on line learning leading to improved communication.</p> <p>Children sensory needs were met enabling them to be settled and make progress in their learning. Positive behaviour for learning established across school.</p> <p>Children engaged enthusiastically with on line media which consolidated their learning.</p> <p>Improved performance in recall and fluency.</p> <p>Increased number of pupils eligible for free school meals, meeting basic need. Increased concentration and hence children settled and focused in their learning.</p>
Extra-Curricular experiences and Trust Strategy <ul style="list-style-type: none"> Enrichments Trips External visitors Music / Drama projects African dancers Artists Clubs 	<p>All children thrived from exciting, enriching activities within our broad, balanced curriculum. They have experienced diverse and cultural opportunities equipping them to become lifelong learners. Children's achievements and talents across clubs and extracurricular opportunities have been celebrated.</p> <p>Children demonstrated our values and worked as part of a cohesive community. Children are excited to learn and love coming to school. Children have engaged with a variety of Trust led projects which have continued to develop resilience and self-confidence.</p>

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
N/A	

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	

Further Information (optional)