



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	Lordswood
Number of pupils in school	399
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 (2021-2024)
Date this statement was reviewed	October 2022
Date on which it is reviewed/ updated	October 2023
Statement authorised by	Jayne Lusinski
Pupil premium lead	Claire Beehan
Governor / Trustee lead	Marissa Davis

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year.	£156,020
Recovery premium funding allocation this academic year.	£9085.50
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.	£ 165,105.50

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, knowing each child as an individual and tailoring the support to precisely meet their needs. Raising the attainment of disadvantaged pupils and closing the gap with their peers remains a priority.

Our ultimate objectives are:

- to eradicate the attainment gap between disadvantaged and non-disadvantaged pupils in all subject areas (including in attainment at greater depth);
- to foster meaningful partnerships between home and school, by supporting all families to participate in areas of school life as well as providing them with strategies to meet the academic, as well as social and emotional needs, of their children;
- to facilitate excellent learning opportunities, through an expertly taught curriculum which includes meaningful feedback, targeted questioning and accurate assessments.

We aim to do this by:

- Ensuring that high quality teaching and learning opportunities meet the needs of all our pupils;
- Delivering an expertly planned curriculum which ensures pupils make rapid progress;
- Ensuring 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;
- Developing a personalised learning approach for all children that promotes self-directed learning and enquiry;
- Fully embracing digital technology to remove barriers, develop skills and widen children's horizons and opportunity;
- Improving children's well-being and developing skills such as problem solving, risk taking and improved communication through our outdoor learning provision;
- Providing school clubs, trips and experiences to enhance cultural capital and widen horizons.

The key principles of the plan are to provide a holistic and well-rounded approach towards education providing an exceptional foundation for life-long learning. Our culture of 100% ensures that every child has the opportunity to grow in self-confidence, academic success and artistic endeavours. We do this by providing a rigorously planned and evaluated curriculum, opportunities for wide-ranging extracurricular participation and exceptional pastoral care.



Pupil Premium Strategy Statement

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 disadvantaged pupils entering reception. This is a result of their lack of exposure at home to high quality reading provision and an environment not conducive to learning.
2	Lack of exposure to high quality phonics teaching during school closure, especially for our disadvantaged pupils.
3	Disadvantaged pupils have limited out of school rich experiences of visiting places of interest in order to stimulate discussion and imagination which impacts their vocabulary development and hence their reading and writing.
4	Low aspirations and parental engagement impact on attendance, punctuality outcomes and progress, especially for our disadvantaged children.
5	Social, emotional and wellbeing needs are often not being met at home and therefore children find it a challenge to express themselves clearly and engage in learning and lack self-belief 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
1) Pupils eligible for early years pupil premium funding achieve expected milestones by the end of reception. Children meet GLD and are prepared for transition to year 1.	Identified pupils receive targeted support. Increase in the percentage of EYFS pupils achieving expected outcomes, particularly in communication and language. Children are prepared for the next stage of their education.
2) All pupils, especially disadvantaged make accelerated progress in Reading and Phonics. Attainment is at least in line with national expected outcomes.	Disadvantaged children develop a love of reading through accessing a wide range of texts. Phonics achievement of pupil's eligible for Pupil Premium is in line with non-Pupil Premium children. Attainment in reading is in line with national expectation.
3) Extra-curricular activities support the educational experiences for all children, particularly those who are disadvantaged 100% of pupils including those eligible for Pupil Premium funding achieve at least expected progress at Key Stage 2.	A wide range of activities and visits expose children to new experiences enhancing their vocabulary and awareness of the world beyond school. Educational activities have impacted positively on children's self-esteem and achievement. 100% achievement for all pupils.
4) Attendance and punctuality improve for disadvantaged children. Parents are better	Attendance of disadvantaged children across the school is at least in line with the national average.



Pupil Premium Strategy Statement

<p>equipped to support their child's learning at home.</p> <p>Pupils eligible for pupil premium funding in Key Stages 1 and 2 have access to the internet to participate in all "Learning through Prep" and homework activities set through Google Classroom.</p>	<p>All pupils eligible for pupil premium funding in Key Stage 1 and 2 are able to complete all work set through the online platform.</p> <p>Parents successfully support pupils at home with their learning, both homework and learning through Prep activities.</p> <p>Increased parental engagement at all events.</p>
<p>5) Children are supported to ensure their emotional and social needs are met.</p> <p>All children through the implementation of metacognition are able to demonstrate high level questioning and thinking skills.</p>	<p>Children are in school, happy, attaining and making progress. Children show greater resilience and ability to self-regulate and demonstrate a greater engagement with their learning.</p> <p>Children can confidently use high level questioning to challenge themselves.</p>

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: £ 62,000

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.	1,2
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
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, 3, 4, 5
Educational Psychologist	A full EP cognitive and socio-emotional assessment identifies learning needs of targeted pupils who underachieve. Strategies and support	1,2,3,4,5



Pupil Premium Strategy Statement

	enable pupils to access and succeed in their learning.	
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.	3,4,5
Bespoke CPD for staff e.g. <ul style="list-style-type: none"> - 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.	1,2,5
Online subscriptions <ul style="list-style-type: none"> - Mathletics - TT Rockstars - Whiterose Maths - Method Maths - KM Buster book 	Children engage enthusiastically with on line media which consolidates their learning. Improved outcomes for Times Table check and children improve recall and fluency.	1,3,4
Access to online learning provision -resources	All children have access to technology to complete Prep for learning tasks linked to Metacognition and Blooms thinking approach. Children engage enthusiastically with on line activities. Increased parental engagement.	4,5



Pupil Premium Strategy Statement

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

Budgeted cost: £ 59,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions delivered by trained TAs <ul style="list-style-type: none"> - Fresh Start - EAL support - Sensory support - ELSA - Lego therapy - Memory Magic - Better reading partners - Precision Teach 	<p>Progress evident through the tracking of children's individual targets and the impact reflected in class with their learning and social and emotional development.</p> <p>Precision Teach program supports children with specific learning difficulties to improve basic skills in reading, leading to improved outcomes.</p>	1,2,3,5
Nurture Hub – staffing and resources Boxall Profile ELSA	<p>Improved socialisation and communication skills. Identified children receive specialist targeted activities and support.</p> <p>Annual outcomes linked to EHCPs are successfully met.</p> <p>Identification of pupils SEMH needs to target intervention and provision.</p>	1, 4,5
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.	1,2,3
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.	1,2,3
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 – Edukey	Overview of targeted interventions for every child reviewed 6 weekly and amended swiftly for maximum impact and improved outcomes.	1,2,3,4,5



Pupil Premium Strategy Statement

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

Budgeted cost: £ 44,105.50

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.	4,5

Total budgeted cost: £165105.50



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 2021 to 2022 academic year.

Schools are not required to publish performance measures year 2021 to 2022. However, standardised teacher administered tests and moderated teacher assessments have 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 Bespoke CPD staff training Edukey 	<ul style="list-style-type: none"> Teacher Assessed and statutory data has shown gaps in learning have started to close following the Pandemic and this has led to further strategic decisions being made for 2022-2023 with staff culture of a 100% mindset. Progress data has meticulously tracked progress and informed next steps in learning throughout the year and led to bespoke boosters running regularly each term to focus on closing gaps. Moderation within school, the collegiate and Trust-wide has shown that assessments are accurate and portfolios are used to validate assessments. Year 2 children who re-sat PSC Summer 2022 resulted in 97% Pass rate. 86% of Year 1 children passed the PSC. Following ongoing CPD, staff have a greater understanding of supporting children with a wide range of needs eg, “Behaviour for Communication”. Staff are able to adopt strategies from training within their teaching. The school have achieved the Primary Science Quality Mark. The implementation of Edukey towards the end of the year enabled teachers to expertly plan for the individual needs and provisions of their children.
Wellbeing <ul style="list-style-type: none"> Pastoral support Attendance Advisory Breakfast club Play therapy Nurture groups Nurture hub Mindfulness 	<ul style="list-style-type: none"> 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. Our Pastoral Manager was awarded the Silver Unsung Hero Award by a parent, nominated through the Pearson’s Teaching awards. 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. The school achieved a prestigious Gold Mental Health in Schools Award, recognising the work around support for staff, pupils and families.



Pupil Premium Strategy Statement

Specialists <ul style="list-style-type: none"> • Educational Psychologist • Occupational Therapists • Speech and language therapist • Sign a long • SENCo 	<ul style="list-style-type: none"> • Children's learning and social and emotional needs were identified and strategies and support enabled pupils to access and succeed in their learning. • OT assessments identified a range of challenges and made recommendation for children to overcome their barriers to learning. Pupils engaged positively with their learning. • Oral communication barriers identified and recommendations and strategies supported teacher's planning and delivery. Pupils' achievement within all areas of the curriculum improved. • Pupils who entered school with poor language and communication skills had targeted support to overcome language barriers which enabled them to access the curriculum. • 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.
Extra Provision – <ul style="list-style-type: none"> • Resources - school and home (Google Classroom) • Workshops • Sensory support • Subscriptions • Software Data – FSM 	<ul style="list-style-type: none"> • Pupil premium children had access to technology to support with home learning set through the google classroom platform. • Children's sensory needs were met enabling them to be settled and make progress in their learning. • Positive behaviour for learning established across school through the School Wide Positive Behaviour programme • Children and parents still engage enthusiastically with on line media resources, eg Lordswood YouTube Channel, which consolidated their learning. • Improved performance in recall and fluency through the use of additional maths online resources • Increased number of pupils eligible for free school meals, meeting basic need.
Extra-Curricular experiences and Trust Strategy <ul style="list-style-type: none"> • Enrichment programme • Trips • External visitors • GST Music/Drama projects • Artists • Clubs 	<ul style="list-style-type: none"> • 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. • 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. • Lordswood excels at Sport, giving all children the opportunity to participate in extra-curricular opportunities and competition. Lordswood achieved Gold Youth Sports Trust Award and has been shortlisted for the Medway Primary School of the Year Sports Award.



Pupil Premium Strategy Statement

Externally provided programmes

Programme	Provider
Times Table Rockstars	Maths Circle
Mathletics	3 P
Target Tracker	Juniper Education
Edukey	TES
White Rose Maths	White Rose
Speech Link	Speech Link Multimedia
Boxall Profile	Nurture UK
Maths of the Day	Teach Active
Method Maths	Method Maths
Buster Book	KM Charity