



# Pupil Premium Strategy Statement

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 the outcomes for disadvantaged pupils last academic year.

## School Overview

Detail	Data
School name	Lordswood School
Number of pupils in school	394
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23 <b>2023/24</b>
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Jayne Lusinski
Pupil premium lead	Claire Beehan
Governor / Trustee lead	Sabrina Reilly

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,500
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£4,915
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	£150,415

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## Part A: Pupil Premium Strategy Plan

### Statement of Intent

Lordswood is a 2-form primary school with strong values and a committed, stable staff. 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 remove barriers to learning, created by family circumstances and background.
- To reduce 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 our families to participate in all 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.
- Inspire learning in environments that are both nurturing and aspirational

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;
- Working with a range of external agencies and accessing resources to provide a meaningful Early Help offer.
- Developing a personalised learning approach for all children that promotes self-directed learning and enquiry;
- 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.

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## Challenges

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

Challenge number	Detail of challenge
1	Oral language acquisition skills are lower for disadvantaged pupils entering reception due to a lack of parental engagement with early reading and an environment not conducive to learning.
2	Lower outcomes in reading and writing for disadvantaged children as a result of a lack of exposure at home to high quality reading provision. Disadvantaged pupils do not typically read as widely as pupils from non-disadvantaged backgrounds.
3	Disadvantaged pupils have limited out of school enriching 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	Late arrival, low attendance and persistent absence of pupil premium children/ disadvantaged children is impacting on their learning outcomes and progress,
5	Social, emotional 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) Raised attainment for disadvantaged pupils in RWM and the development of oracy skills with an increase in pupils passing the Phonics Screening Test in Y1.	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, writing and maths 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.

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4) Attendance and punctuality improve for disadvantaged children. Parents are better equipped to engage with school to support their child's learning.	Attendance of disadvantaged children across the school is at least in line with the national average. There is a decrease in persistent absence. An increase in parental partnership and engagement in learning.
5) Pupils and families with identified social, emotional or health needs are well supported by the school so the barriers to learning are reduced.	Early Intervention strategies have reduced barriers to learning. 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.

## 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: £ 55,640

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.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	2
Easter Booster sessions.	Increased outcomes and narrowing of gaps have been proven successful previously.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	2
Embed Accelerated Reader and VIPERS	Children are engaged with reading a wide variety of texts, developing their understanding and comprehension skills.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	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	1,2

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	<p>closed and children can blend and de-code words.</p> <p><a href="https://educationendowmentfoundation.org.uk/projectsand-evaluation/projects/read-write-inc-and-fresh-start">https://educationendowmentfoundation.org.uk/projectsand-evaluation/projects/read-write-inc-and-fresh-start</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	
Specific SEND resources and equipment.	<p>Resources support children to access learning through removing identified barriers.</p> <p>Pupil engagement increases through being able to engage in all learning activities in line with need.</p>	1, 2, 3, 4, 5
Educational Psychologist	<p>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.</p>	2,4,5
Occupational Therapist and specific OT resources.	<p>OT assessment identifies physical and sensory challenges and makes recommendation for children to overcome their barriers to learning. Pupils engage positively with their learning.</p>	2,3,4,5
<p>Bespoke CPD for staff e.g.</p> <ul style="list-style-type: none"> <li>- Power of Reading</li> <li>- Sign a long</li> <li>- RWInc</li> <li>- Zones of Regulation</li> <li>- Trauma Informed Practice</li> <li>- Colourful Semantics</li> <li>- Metacognitive strategies (Habits of Mind)</li> <li>- Adaptive teaching</li> </ul>	<p>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.</p> <p>Children who are non-verbal or have communication difficulties learn to communicate through sign language and hence access the curriculum. All staff deliver high quality phonics. Improved phonics outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>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.</p>	1,2,5

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	<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation</a> Children can better understand their emotions and self-regulate.  <a href="https://zonesofregulation.com/research/">https://zonesofregulation.com/research/</a>  Quality First teaching <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-2023.pdf?v=1696434151">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-2023.pdf?v=1696434151</a>	
Online subscriptions - Mathletics - TT Rockstars - Whiterose Maths - Method Maths - Accelerated Reader - Myon	Children engage enthusiastically with on line media which consolidates their learning leading to improved behaviour for learning and outcomes.	2

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

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions delivered by trained TAs - Fresh Start - Sensory support - Lego therapy - Memory Magic - Better reading partners - Precision Teach - 1:1 Speech support	Progress evident through the tracking of children's individual targets and the impact reflected in class with their learning and social and emotional development.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>  Precision Teach program supports children with specific learning difficulties to improve basic skills in reading, leading to improved outcomes.	1,2
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,
Delivery of Speech and Language sessions	Pupils who enter school with poor language and communication skills and those identified as having speech and language needs have	1,2, 4, 5

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	targeted support to overcome language barriers and enable them to access the curriculum.	
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.	1,2,3,4,5
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
Implement B Squared to track progress of children below KS.	Small steps of progress can be measured for all vulnerable children working below KS <a href="https://www.bsquared.co.uk/">https://www.bsquared.co.uk/</a>	1,2,

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

Budgeted cost: £39,775

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. <a href="https://mindfulnessinschools.org/research-papers/">https://mindfulnessinschools.org/research-papers/</a>	4,5
Pastoral support and ELSA provision	Boxall profile identification of pupils SEMH needs, to target intervention and provision. <a href="https://www.boxallprofile.org/about/why-boxall-profile/">https://www.boxallprofile.org/about/why-boxall-profile/</a>  Improved socialisation and communication skills. Identified children and families receive specialist targeted activities and support.  Pupil's emotional well-being is addressed Children feel safe and supported enabling them to thrive in their learning.  <a href="https://www.nurtureuk.org/research-evidence/">https://www.nurtureuk.org/research-evidence/</a>	1,4,5
Extra-Curricular experiences - 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.	1, 2,3,4,5
Griffin Trust Wide Horizons Agenda	All children experience activities and events they wouldn't normally be able to access.	3,4,5

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	Children demonstrate greater confidence and resilience.	
Monitor Attendance closely and build meaningful parental partnerships	<p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	1, 4, 5
Breakfast Club provision	<p>Meeting basic needs enable pupils to access the curriculum and focus on their learning. Children's social and emotional needs are met.</p> <p>Improved attendance and outcomes.</p>	4,5
FSM software	Increased number of pupils eligible for free school meals, meeting basic need. Increased concentration and hence outcomes.	4,5

Total budgeted cost: £150,415



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## Part B: Review of Outcomes in the Previous Academic Year

### Outcomes for Disadvantaged Pupils

The strategic use of Pupil Premium funding is a priority for Lordswood Primary School, guided by the three pillars of Proud Traditions, Wide Horizons and High Achievement. The use of the funding has been carefully managed to ensure that the most under-resourced children within our school community benefit from provision that prepares them for the next stage of their education and beyond.

Moderation and teacher assessments consistently highlight the positive impact targeted funding has on children, and this is reflected in their academic performance and overall well-being. Pupil voice and external validation affirm Lordswood as a nurturing and inspiring environment for everyone. The establishment of, and the ongoing development of positive relationships, particularly with hard to reach families, continues to be prioritised with leaders working tirelessly to offer the very best educational opportunities to every child.

#### Outcome 1

- As a result of early identification, needs and gaps of disadvantaged children are addressed through bespoke interventions and targeted support.
- Identified children with communication and language needs made rapid progress as a result of targeted interventions, 72% of children achieved ARE (age related expectations) in communication and language.
- 67% of children in receipt of pupil premium met GLD in line with National.
- Targeted speech and language sessions continue to improve children's communication skills and the impact is measurable.
- Transition from EYFS to year 1 was planned and personalised for disadvantaged children.

#### Outcome 2

- Phonics Screening Check outcomes are in line with national outcomes for the cohort and targeted pupils make rapid progress.
- Our Reading Lead has monitored reading ages and fluency of reading across the school, particularly focusing on children in receipt of pupil premium. The implementation of Accelerated Reader and VIPERS has secured strong outcomes in reading. 23% of pupil premium children in year 6 achieved GD in Reading.
- The average Reading Score for disadvantaged children in Reading at KS2 (105) is in line with the Local Authority (105) and the national average score (106) for non-disadvantaged pupils. The average score for disadvantaged pupils in maths (104) is in line with the Local Authority (104) and the national average score (105).
- Parental engagement has increased at all events throughout the year, including the curriculum and reading. As a result, parents are positive about the opportunities to engage in the learning that is taking place in school.
- Reading initiatives across the school continue to develop a love of reading, as evidenced by external validation and pupil voice.

#### Outcome 3

- CPD has been used to enhance the quality of Teaching and Learning, resulting in good or better teaching across the school, securing overall outcomes in line with those at national.
- All disadvantaged children are encouraged to develop their leadership skills through taking on roles within our Pupil Parliament and our peer mentoring opportunities. They demonstrate confidence and resilience, working alongside subject leaders.
- 100% of children are actively involved in a wide range of free extracurricular opportunities, supporting their wellbeing and positive attitude to learning. A range of specialist visitors, trips and GST proud traditions have allowed children to make deeper connections with their learning and ensured developing cultural capital and aspirations for all. Children in receipt of

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Pupil Premium are targeted for opportunities to attend Trust wide enrichment events, e.g. the annual Griffin Arts Festival.

## Outcome 4 and 5

- A strong relationship with all our families has enabled the school to identify where support can have impact; in particular for harder to reach families. The school's level of effective support has resulted in national recognition.
- Parents engage well with the Triple P parenting programme to support with behaviour at home. As a result of this, parents feel confident about approaching the school for support. The school focuses on supporting and addressing SEMH needs in school proactively, and suspensions are employed only when all other approaches have been exhausted.
- Meeting regularly with families has supported improved attendance. The partnership with the EBSA service means attendance and progress has increased. The partnership with the Educational Psychologist has helped families to overcome social and emotional barriers to attendance.
- Attendance data is consistently above national figures and targeted interventions are having a rapid and sustained impact.
- All children are supported to complete Prep for Learning activities, ensuring every child has access to technology at home and support in class to complete the prior learning. Higher level questioning is evident through regular learning walks, where effective questioning is clearly enabling greater progress for all children. Children are able to reflect and develop critical thinking skills through the use of metacognitive strategies. Having been taught mindfulness, children are also able to self and co-regulate in order to become resilient and engage successfully.

## 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
Accelerated Reader and Myon	Renaissance
B-Squared	B-Squared – Connecting Steps