

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	Lutley Primary School
Number of pupils in school	615
Proportion (%) of pupil premium eligible pupils	7.4% (46 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Becky Keen
Pupil premium lead	Alex Hall
Governor / Trustee lead	Jaynie Berry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,095
Recovery premium funding allocation this academic year	£7975
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	£73,070

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. Pupil Premium pupils are targeted with Assess Plan Do Review provision similar to SEND.

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 / Progress in Reading EYFS Baseline</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 (5 out of 6 children)</p> <p>There is a significant progress and attainment gap in reading in Y2, Y4, Y5 Attainment gap in Y3 Year 6 attainment / progress gap exists (smaller than other year groups)</p> <p>KS1 pupils who are not on track to pass Phonic screening check</p> <ul style="list-style-type: none">• Y1 – 5 pupils (6 PP total)• Y2 – 5 pupils (9 PP total)
2	<p>Attainment in Writing</p> <p>There is a significant attainment gap in writing in year 2, 3, 4, 5 and 6 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 4, 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, 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 Maths</p> <p>In year 6 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. Questionnaires</p>
4.	When interviewed the majority of disadvantaged children did not indicate that they had knowledge of metacognitive skills when they found something challenging.
6.	Attendance at school is a factor impacting on some disadvantaged children within the school – specific cross reference data
7	Pupil engagement in wider opportunities and enrichment is lower than non-pupil premium

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> <p>Achieve national average progress scores in KS2 writing.</p>
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%
Pupil engagement in wider opportunities and enrichment to increase	More pp pupils engage in afterschool clubs and enrichment

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 duo with a teacher coach</i>	Instructional coaching and deliberate practice has an impact on teaching technique and practice with a focus on quality teaching techniques that will improve quality first teaching using WalkThrus.	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

<p><i>Mastery approach to maths – ongoing</i></p>	<p>Adaptations to the beginning of our maths lessons will support all learners with fluency in maths.</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>Use of Power Maths ready to progress units which are designed to target gaps in pupil knowledge which underpin current / future learning.</p>	<p>3,5</p>
<p><i>Continue to implement DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Little Wandle</i></p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2</p>
<p><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></p>	<p>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.</p> <p>Lutley have 9 new staff which will need to complete this training as well as existing staff refresh.</p>	<p>6, 7</p>
<p><i>Specific personalised and targeted homework for children who are 'off track' or not at ARE.</i></p>	<p>EEF finds that set twice a week homework has a positive impact on average 3+ months as long as it is purposeful.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>Use of Century nuggets targeted homework for pupils who are off track across KS2.</p> <p>Y6 provision map in place for all pupils who are off track or not ARE.</p>	<p>1,2,3,4</p>

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

Budgeted cost: £ 65,070

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Use of accelerated reader diagnostic / quizzing to accelerate progress alongside reading cycle teaching strategies targeted for comprehension in KS2 (PSC passed but low attainers / non fluent readers)</i></p>	<p>Teaching cycle of reading with focus on comprehension and fluency of whole texts with metacognitive strategies for reading and comprehension.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1, 3</p>
<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</i></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>articulate their ideas.</i> 3x2 hours Level 3 TA</p>		
<p><i>Smaller class sizes – phonics</i> 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	1, 2
<p><i>Targeted support in phonics for small groups of children in year 1 and 3 using Little Wandle keep up sessions by TAs and Targeted support in phonics for small groups and individual 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>Additional phonics support can lead to +5 months progress to support disadvantaged children to develop early reading skills. 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>	1, 2
<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. 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>	1, 2

<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.</i></p> <p><i>Little Wandle Keep up</i></p> <p><i>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)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3</p>
<p><i>Smaller maths groups in year 6</i></p> <p><i>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>1:1 tuition for pupils in KS1 / KS2 with a focus on phonics led by teacher (school based tuition) including catch up premium for pupils at risk of not meeting ARE</i></p>	<p>The impact of 1:1 tuition is +5 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1,2,3</p>
<p><i>Deployment plan for KS1 TAs allow for additional reading focus – 1-1 and in small groups and Little Wandle keep up sessions.</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)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2</p>

<p><i>Timestables focus activities through Quality 1st teaching and use of technology (including AI)</i></p>	<p>Specific targeted intervention through AI technology of pupils with specific difficulties in timestables Y4 upwards</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	<p>3</p>
<p><i>Use of technology and online platforms to set personalised nuggets/ teaching videos linked to AI</i></p>	<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>Accelerated Reader – quizzes used for all pupils in KS2 to support progress and assessment of comprehension in response to star reader tests.</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>2, 3</p>
<p><i>Planned - Sandwell Numeracy Intervention for identified children in KS1 as needed</i></p> <p><i>3x20 minutes TA x 30 weeks</i></p> <p><i>Include maths same day intervention in TA deployment plan for KS1 / KS2</i></p>	<p>Small group intervention 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:</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>3</p>
<p><i>Attendance clinics to be run by PP coordinator for families of children who are identified as being disadvantaged</i></p>	<p>Good attendance at school and good punctuality is necessary for education to be successful.</p>	<p>6,7</p>

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

Budgeted cost: £ 3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>All disadvantaged children have been offered peripatetic music lessons. Pupils who took up the offer will continue.</i></p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>1,2,3,7</p>
<p><i>All disadvantaged children will be offered access to after school clubs.</i></p>	<p>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.</p>	<p>1,2,3,7</p>
<p><i>Computer access in school and at home</i></p>	<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>All pupils have access to RM unify platform and Google Classroom.</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>	<p>1,2,3,4,5</p>
<p><i>APDR type meetings termly with parents for PP pupils at risk of not reaching age related expectations at each</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>	<p>1,2,3,5,6,7</p>

<p><i>assessment point. 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>		
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Total budgeted cost: £ £73070

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.

<u>September 2022</u>		
Contextual		
After the disruption of Covid in the previous 2 academic years, significant gaps have been identified across all groups of pupils and the year 21/22 has had high focus on catch up.		
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.		
<u>Progress across the school – children making at least expected progress from starting points</u>		
Year 1	Pupil premium	Non Pupil premium
Reading	57%	89%

Writing	86%	90%
Maths	100%	93%

Year 2	Pupil premium	Non Pupil premium
Reading	100%	98%
Writing	75%	90%
Maths	100%	96%

Year 3	Pupil premium	Non Pupil premium
Reading	55%	85%
Writing	64%	81%
Maths	73%	95%

Year 4	Pupil premium	Non Pupil premium
Reading	67%	98%
Writing	67%	87%
Maths	100%	97%

Year 5	Pupil premium	Non Pupil premium
Reading	79%	97%
Writing	64%	95%
Maths	57%	86%

Year 6	Pupil premium	Non Pupil premium
Reading	55%	73%
Writing	82%	62%
Maths	100%	76%

Attainment at the end of July 2022 – Percentage at Age Related Expectations

Year 1 (7 children)	Pupil premium	Non Pupil premium
Reading	43%	83%
Writing	29%	84%
Maths	43%	83%

Year 2 (8 children)	Pupil premium	Non Pupil premium
Reading	38 %	79 %
Writing	38 %	73 %
Maths	38 %	88 %

Year 3 (11 children)	Pupil premium	Non Pupil premium
Reading	55%	84%
Writing	55%	81%
Maths	64%	93 %

Year 4 (3 children)	Pupil premium	Non Pupil premium
Reading	33 %	87 %
Writing	0 %	74 %
Maths	33 %	90 %

Year 5 (14 children)	Pupil premium	Non Pupil premium
Reading	79 %	97 %
Writing	57 %	91 %
Maths	71 %	92 %

Year 6 (11 children)	Pupil premium	Non Pupil premium
Reading	45 %	92%
Writing	73 %	85%
Maths	82 %	92%

Summary statement

Attainment

Attainment in reading, writing and maths is lower for pupil premium children when compared with non-pupil premium children from year 1-6.

Progress

Progress of pupil premium compared with non-pupil premium is good in year 2.

Maths is a strength of pupil premium in Y1, Y2, Y4 and Y6.

Accelerated progress is required for pupil premium in reading in all year groups and will be a focus for 22/23.