

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	608
Proportion (%) of pupil premium eligible pupils	8.2% (50 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 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Becky Keen
Pupil premium lead	Alex Hall
Governor / Trustee lead	Zara Sahota

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,940
Recovery premium funding allocation this academic year	£7250
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	£77190

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 – reading is a School improvement area across the school.</p> <p>EYFS Baseline</p> <p>In year 1 -> 3 out of 5 pupils were not at ARE in EYFS good level of development.</p> <p>There are attainment gaps in all year groups in all areas between PP and non PP pupils.</p> <p>There is a significant progress and attainment gap in reading in Y2, Y4, Y5 and Y6</p>
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 2, 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 an attainment gap in maths in all year groups 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>There are significant progress gaps between PP and non PP in Y2,4,5 and Y6</p>

	There is a small gap in Y3 (1%)
4.	A significant proportion of PP pupils are also SEND which raises significant and individualised barriers to progress / attainment.
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	<p>All disadvantaged children will make good progress in maths from starting points against the new EYFS framework</p> <p>Internal data will show that disadvantaged pupils make at least expected progress in maths.</p> <p>Achieve national average progress scores in KS2 maths.</p>
SEND	Pupils with SEND + PP will show progress using alternative measures where typical measures are not appropriate.

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% and where attendance is an issue clear plans will have positive impact and show improvement in % attendance.
Pupil engagement in wider opportunities and enrichment to increase	More PP pupils engage in after school 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: £5000

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. A further developed model will be implemented in 23/24 with a more targeted focus on teaching development to support progress or all pupils. IRIS connect software and platform subscription will be used to support this work.	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) Use of Power Maths ready to progress units which are designed to target gaps in pupil knowledge which underpin current / future learning.	3,5

	Continuing focus on maths with strengthening/ deepening activities to supplement curriculum. In addition daily fluency opportunities through flashback 4 will continue to be used in all year groups.	
<i>Continue to implement DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Little Wandle</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	1, 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. Staff will complete ACEs refresher in addition to KCSIE in September.	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 Use of Century nuggets targeted homework for pupils who are off track across KS2. Y6 provision map in place for all pupils who are off track or not ARE.	1,2,3,4

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

Budgeted cost: £ 66,190

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 articulate their ideas. 3x2 hours Level 3 TA</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>Smaller class sizes – phonics groupings 5X20 Minutes x 6 staff</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>1, 2</p>
<p><i>Targeted support in phonics for small groups of children in year 1 , 2 and 3 using Little Wandle keep up sessions by TAs and Targeted support in phonics for small</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>1, 2</p>

groups and individuals	One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Targeted support in phonics for small groups and individual children in year 2 by a phonics teacher specialist 2x afternoons per week (Autumn term and those who do not pass phonic screening spring and summer term).	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	1, 2
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. Little Wandle Keep up 3x20 Mins x 2 TAs	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	1,2,3
Smaller maths groups in year 6 5X 1.25 hours teacher 4 teacher + HLTA daily maths teaching targeted to gaps	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	3
1:1 tuition for pupils in KS1 / KS2 with a focus on phonics led by teacher 2 afternoons / TA 3x afternoons (school based tuition) including catch up premium for pupils at	The impact of 1:1 tuition is +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,2,3

<i>risk of not meeting ARE</i>		
<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>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:</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>	1,2
<i>Timestables focus activities through Quality 1st teaching and use of technology (including AI)</i>	<p>Specific targeted intervention through AI technology of pupils with specific difficulties in times tables Y4 upwards. Century Tech and TTRS with use of heatmap analysis.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	3
<i>Use of technology and online platforms to set personalised nuggets/ teaching videos linked to AI</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>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>	2, 3
<i>Attendance clinics to be run by PP coordinator for families of children who are identified as being disadvantaged. Employment of Pastoral Assistant to support vulnerable families to improve attendance and SEMH in school.</i>	<p>Good attendance at school and good punctuality is necessary for education to be successful.</p> <p>Work with school pastoral assistant will build strong relationships with families and enable barriers to attendance to be broken down.</p> <p>Support within school for SEMH needs in PP pupils will also be implemented.</p>	6,7

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

Budgeted cost: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>All disadvantaged children have been offered peripatetic music lessons. Pupils who took up the offer will continue.</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 after school clubs.</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>Computer access in school and at home</i>	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 identifies next steps for the teacher to work on with the pupil. All pupils have access to RM unify platform and Google Classroom. 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. Children will be able to access homework,	1,2,3,4,5
<i>APDR type meetings termly with parents for PP pupils at risk of not reaching age related expectations at each assessment point. Either</i>	Involving parents can support children to make up to 4+ months progress according to the EEF. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,2,3,5,6,7

<p><i>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 meetings</i></p>		
<p><i>PP pupils will be offered subsidised trip / transport / breakfast / after school costs where necessary</i></p>	<p>PP pupils will not be disadvantaged by costs of trips / enrichment. These costs will be met by PP budget in cases of need.</p> <p>Transport costs can also be offered where a barrier to attendance.</p> <p>Places at breakfast / after school club will be offered where appropriate.</p>	

Total budgeted cost: £ 69,940

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 2022 - 2023 academic year.

September 2023

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 22 / 23 has kept a 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. In addition numbers of SEND pupils within PP group are significant in some year groups creating addition barriers to progress / attainment.

22-23 Progress across the school – children making at least expected progress from starting points

↑ Arrows show where improvement has been made compared to 21-22

Year 1	Pupil premium	Non Pupil premium
Reading	80% ↑	84%
Writing	70%	56%
Maths	90%	84%

Year 2	Pupil premium	Non Pupil premium
Reading	42%	94%
Writing	50%	79%
Maths	75%	94%

Year 3	Pupil premium	Non Pupil premium
Reading	89%	88%
Writing	78% ↑	65%
Maths	89%	90%

Year 4	Pupil premium	Non Pupil premium
Reading	57% ↑	90%
Writing	50%	83%
Maths	79% ↑	94%

Year 5	Pupil premium	Non Pupil premium
Reading	60%	94%
Writing	40%	88%
Maths	80%	98%

Year 6	Pupil premium	Non Pupil premium
Reading	75%	88%
Writing	56%	82%
Maths	63% ↑	86%

Attainment at the end of July 2023 – Percentage at Age Related Expectations

Year 1 (7 children) 1 SEND	Pupil premium	Non Pupil premium
Reading	63%	79%
Writing	54%	72%
Maths	62%	79%

Year 2 (12 children) 10 SEND	Pupil premium	Non Pupil premium
Reading	63 % ↑	79 %
Writing	54 % ↑	72 %
Maths	62 % ↑	79 %

Year 3 (9 children) 4 SEND	Pupil premium	Non Pupil premium
Reading	60% ↑	78%

Writing	66% ↑	81%
Maths	63% ↑	80 %

Year 4 (13 children) 8 SEND	Pupil premium	Non Pupil premium
Reading	60 % ↑	78 %
Writing	66 % ↑	81 %
Maths	63%	80 %

Year 5 (3 children) 2 SEND	Pupil premium	Non Pupil premium
Reading	60 % ↑	78 %
Writing	66 % ↑	81 %
Maths	63% ↑	80 %

Year 6 (14 children) 8 SEND	Pupil premium	Non Pupil premium
Reading	60 %	78%
Writing	66 % ↑	81%
Maths	63 %	80%

Summary statement

All PP pupils passed the phonic screening check in Y1, recheck in Y2 and KS2. Pupils voice questionnaire at start and end of year showed increased awareness of metacognitive strategies. This shows impact of work with staff through CPD on meta-cognition and walk thru focus on staff coaching model.

Attainment

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

When comparing the gap in attainment between pupil premium and non pupil premium the gap has closed in all cases except Y6 writing. ↑ show increase in % from previous year in attainment.

Progress

Progress of pupil premium compared with non-pupil premium is strongest in y3.

Accelerated progress is needed in all areas across all year groups and this will be a focus for 23 /24

Large proportion of pupils who are PP and SEND -> more in depth work with SEND lead to work with parents / pupils in 23/24 to support more measurable progress.