

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	584
Proportion (%) of pupil premium eligible pupils	10.1% (59 children)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 years
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Kate Hall
Pupil premium lead	Holly Ashton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,960
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	£76,960

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 the following:

- 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:

- a. School breakfast clubs
- b. Help with the cost of educational trips or visits
- c. Individualised intervention to 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><u>Outcomes in reading</u></p> <p>Based on autumn 2 data outcomes, % of pupil premium pupils making expected progress:</p> <table border="1"> <thead> <tr> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>50%</td> <td>56%</td> <td>60%</td> <td>33%</td> <td>89%</td> <td>63%</td> </tr> </tbody> </table> <p>See pupil progress booklets for individual pupil gaps.</p>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	50%	56%	60%	33%	89%	63%
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6								
50%	56%	60%	33%	89%	63%								
2	<p><u>Outcomes in writing</u></p> <p>Based on autumn 2 data outcomes, % of pupil premium pupils making expected progress:</p> <table border="1"> <thead> <tr> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>75%</td> <td>78%</td> <td>60%</td> <td>58%</td> <td>78%</td> <td>69%</td> </tr> </tbody> </table> <p>See pupil progress booklets for individual pupil gaps.</p>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	75%	78%	60%	58%	78%	69%
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6								
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3	<p><u>Outcomes in maths</u></p> <p>Based on autumn 2 data outcomes, % of pupil premium pupils making expected progress:</p> <table border="1"> <tr> <td>Year 1</td> <td>Year 2</td> <td>Year 3</td> <td>Year 4</td> <td>Year 5</td> <td>Year 6</td> </tr> <tr> <td>63%</td> <td>67%</td> <td>60%</td> <td>67%</td> <td>100%</td> <td>75%</td> </tr> </table> <p>See pupil progress booklets for individual pupil gaps.</p>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	63%	67%	60%	67%	100%	75%
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6								
63%	67%	60%	67%	100%	75%								
4.	<p><u>SEND</u></p> <p>A significant proportion of pupil premium pupils are also SEND which raises significant and individualised barriers to progress / attainment. 44% of pupil premium pupils are also SEND.</p>												
5.	<p><u>Attendance</u></p> <p>Attendance at school is a factor impacting on some disadvantaged children within the school. 26% of pupil premium pupils are being supported with attendance.</p>												
6.	<p><u>Mental Health & Well-being</u></p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for certain pupils. Low self-esteem, emotional intelligence and resilience and ACES (Adverse Childhood Experiences) are some of the specific challenges amongst pupil premium. 7% of pupil premium children require access to ELSA support/intervention.</p>												
7.	<p><u>Enrichment</u></p> <p>Pupil engagement in wider opportunities and enrichment is lower than non-pupil premium. 20% of pupil premium children attend wider curriculum opportunities.</p>												

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	<ul style="list-style-type: none"> ▪ All disadvantaged children will make good progress in reading from starting points against the new EYFS framework. ▪ Disadvantaged pupils who have not been identified as having SEND, will pass the phonics check in Year 1 and 2. ▪ Achieve national average progress scores in KS2 Reading. ▪ Internal data will show that disadvantaged pupils make at least expected progress in reading.

Progress in Writing	<ul style="list-style-type: none"> All disadvantaged pupils will make good progress in writing from starting points against the new EYFS framework. Internal data will show that disadvantaged pupils make at least expected progress in writing. Achieve national average progress scores in KS2 writing.
Progress in Maths	<ul style="list-style-type: none"> All disadvantaged pupils 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.
SEND	<ul style="list-style-type: none"> Pupils with SEND and pupil premium will show progress using alternative measures where typical measures are not appropriate.

Good level of development EYFS	<ul style="list-style-type: none"> Disadvantaged pupils in EYFS, who have not been identified as having SEND, will meet a good level of development.
High attendance	<ul style="list-style-type: none"> Attendance of identified pupils 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	<ul style="list-style-type: none"> A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. Access to and enjoyment of clubs reflected in pupil voice outcomes. Financial support provided for school trips and residential visits.

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: £5200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Coaching duo with a teacher coach</p> <p>Focus walkthrus for staff needs based on drop ins, books looks and staff voice:</p> <ul style="list-style-type: none"> • Live modelling • Probing questions • Feedback to clarify understanding • Feedback to move learning forward 	<ul style="list-style-type: none"> ▪ 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. ▪ Goleman’s research on leadership styles highlights the positive effect of a coaching approach in comparison to other leadership approaches. ▪ A further developed model will be implemented in 24/25 with a more targeted focus on teaching development to support progress on all pupils. IRIS connect software and platform subscription will be used to support this work. <p>This will be achieved through the following:</p> <ul style="list-style-type: none"> ▪ Evidence informed Teacher WalkThrus. ▪ The Hales Valley Trust Teacher Skills Builder –the Trust’s codified framework for effective teaching. ▪ The principles of Adaptive Teaching. 	1 ,2, 3, 4, 5
<p>Staff Capability</p> <p>We have different approaches for different staff depending on their need. Individual plans will be uploaded to Governor Hub. All are underpinned by professional development, linked to:</p> <ul style="list-style-type: none"> ▪ Ordinarily available guidance ▪ Curriculum handbooks and the teaching approaches detailed in those ▪ Teacher Skills Builder ▪ Teaching WalkThrus 	<p>In summary:</p> <ul style="list-style-type: none"> ▪ New to school induction plan – using the induction checklist (HA overseeing) ▪ New to leadership (AH overseeing) ▪ Improving the quality of teaching of PPA staff (HA + AHT overseeing) ▪ ECT programme – in addition to their Step Lab ECT entitlement (BR overseeing) ▪ Staff working below proficient, who are not in one of the groups above (AH+HA overseeing) ▪ Effective subject leadership – due to the number of new staff, the school will be focusing on effective subject leadership in the spring term (AH+HA overseeing) ▪ Book Club, where staffed are grouped, focusing on needs of the staff and for example: When the adults change, everything changes (behaviour); Leaders Eat Last (leadership); The Neurodiverse Classroom (Inclusive classrooms); The Power of Neurodiversity: Unleashing the Advantages of Your Differently Wired Brain (Inclusivity) ; Learning Theories Simplified: ...and how to apply them to teaching (adapted teaching - theories of learning accessible and practical). 	1 ,2, 3, 4, 5
<ul style="list-style-type: none"> ▪ Trained teaching assistants to run focused nurture intervention groups in KS1 and KS2. Two teaching 	<ul style="list-style-type: none"> ▪ EEF Guidance about Wider strategies focusing on the following: SEL, Well-being and Mental Health. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies ▪ A timetable of provision will be in place based on referrals and screenings of need. This will be shared with the senior leadership team. The interventions are monitored fortnightly by the Head of Inclusion. 	6

<p>assistants to be trained as ELSAs ((Emotional Literacy Support Assistant)</p> <ul style="list-style-type: none"> 7% of Pupil Premium children receive targeted ELSA interventions weekly. 	<ul style="list-style-type: none"> Outcomes of interventions will be recorded and impact on progress will be tracked via CPOMS. This will be done by assistant headteachers for the phase fortnightly. 	
<p>Mastery approach to maths is ongoing.</p> <p>Year groups of priority based on pupil premium autumn 2 data outcomes:</p> <ul style="list-style-type: none"> Year 1 63% EXS+ progress Year 2 67% EXS+ progress Year 3 60% EXS+ progress Year 4 67% EXS+ progress 	<ul style="list-style-type: none"> Adaptations at each stage of the maths lessons will ensure the lesson content is appropriately pitched for all pupils – maths leader CPD September 24 on ‘The 5 big ideas for mastery 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. Continuing focus on maths with strengthening/ deepening tasks to supplement curriculum. In addition, daily fluency opportunities will continue to be used in all year groups. Implementation of pupil progress booklets and meetings ensure children who are not on track for expected attainment at the end of the year will be discussed in detail, as well as children not making expected progress. Staff will be asked questions to deepen understanding about the barriers and what ways provision can be changed or refined to accelerate progress of individuals further. See pupil progress booklets for individual pupil gaps. 	3
<p>All senior leaders and subject leaders in school maintain a focus upon improving first quality teaching through a range of leadership activities.</p> <p>Focus walkthrus for staff needs based on drop ins, books looks</p>	<ul style="list-style-type: none"> Research suggests that outstanding primary leaders are firm in their values, clear about priorities and have the leadership and interpersonal skills needed to carry people with them. (Freedom to lead: a study of outstanding primary school leadership in England Research report: July 2014 Peter Matthews, Simon Rea, Robert Hill & Qing Gu) Leading professional development and implementation of provision in line with a range of guidance reports published by the Education Endowment Foundation: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports?qclid=EAlaIQobChMlrdquyKDX9AIVEL_tCh1nWQ54EAAYASAAEgKvn_D_BwE 	1, 2, 3, 4

<p>and staff voice:</p> <ul style="list-style-type: none"> • Live modelling • Probing questions • Feedback to clarify understanding • Feedback to move learning forward 	<p>This will be achieved through the following:</p> <ul style="list-style-type: none"> ▪ Monitoring and evaluation ▪ Leading targeted and bespoke CPD ▪ Conducting pupil progress meetings ▪ Team teaching ▪ IRIS lesson examples in conjunction with use of success criteria analysis for specific lessons ▪ Attendance at PPA for all year groups 	
<p>Continue to implement Little Wandle - DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<ul style="list-style-type: none"> ▪ 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 ▪ The quality of teaching in phonics will be monitored weekly by the Early Reading Lead to check that pupil gaps are being targeted. ▪ The Early Reading Lead will provide IRIS lesson models and follow up team teaching support for staff who have spotlight children in their teaching groups. 	1, 2
<p>Personalised and targeted homework for children who are 'off track' or not at ARE.</p>	<ul style="list-style-type: none"> ▪ EEF research states 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 ▪ This will be achieved through the use of Century learning platform powered by AI. To be used to set homework and create personalised pathways for each child. ▪ This will be monitored by each phase assistant headteacher weekly to check that the Century nuggets link to targeted pupil gaps. ▪ Implementation of pupil progress booklets and meetings will ensure children who are not on track for expected attainment at the end of the year are discussed in detail, as well as children not making expected progress. Staff will be asked questions to ensure that Century nuggets link directly to pupil gaps in foundational knowledge. See pupil progress booklets for individual pupil gaps. 	1, 2, 3, 4
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support (1:1 and group sessions)</p>	<ul style="list-style-type: none"> ▪ Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. ▪ Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: ▪ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics 	1, 2

<p>1 pupil premium child in Year 1 is currently not on track to pass the PSC.</p>	<p><u>Provision in summary</u></p> <ul style="list-style-type: none"> ▪ Daily keep up sessions. ▪ Reading sessions 4 x a week. ▪ Stickers and passwords (EYFS and Year 1) ▪ Home learning sheets sent to parents with pupil gaps. ▪ Pupil packs shared at Parents' Evening. ▪ Two phonics lessons a day. ▪ The Early Reading Lead provides IRIS lesson models and follow up team teaching support for staff who have spotlight children in their teaching groups. 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 65,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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)</p>	<ul style="list-style-type: none"> ▪ Teaching cycle of reading with focus on comprehension and fluency of whole texts with metacognitive strategies for reading and comprehension. ▪ https://educationendowmentfoundation.org.uk/education-on-evidence/teaching-learning-toolkit/reading-comprehension-strategies ▪ This will be monitored weekly by the phase assistant headteacher to check % of pupils doing the quizzes and how successful they are being with them. The assistant headteacher for the phase will do spot checks weekly to check pupils' ZPD range is accurate. ▪ Pupil premium spotlight children will do star tests every 3 weeks to track their progress. 	1, 2
<p>Nurture provision to start across the school with 2 trained TAs delivering nurture/ wellbeing provision.</p> <ul style="list-style-type: none"> ▪ 7% of Pupil Premium children receive targeted ELSA interventions weekly. 	<ul style="list-style-type: none"> ▪ EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies ▪ A timetable of provision will be in place and shared with the senior leadership team. The interventions are monitored fortnightly by the Head of Inclusion. ▪ Outcomes of interventions are recorded and impact on progress is tracked via CPOMS. This is done by assistant headteachers for the phase. 	4, 6

<p>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.</p> <ul style="list-style-type: none"> Areas of priority for pupil premium children: Section 6, 7 and 8 	<ul style="list-style-type: none"> 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>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <ul style="list-style-type: none"> An action plan will be implemented based on data outcomes to ensure the learning environment and provision in EYFS targets areas of priority for individual pupils. This will be monitored daily by the EYFS Leader. The quality of oral language interventions will be monitored fortnightly by the EYFS Leader. 	<p>1, 2</p>
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<p>Smaller maths groups in Year 6 5X 1.25 hours teacher 4 teacher + HLTA daily maths teaching targeted to gaps.</p> <p>75% of pupil premium children in Year 6 are on track to make expected progress.</p> <p>Foundational knowledge priorities:</p> <ul style="list-style-type: none"> Recognise the place value of each digit in numbers up to 10 million, including decimal fractions, and compose and decompose numbers up to 10 million using standard and nonstandard partitioning. Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding. 	<ul style="list-style-type: none"> 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>https://educationendowmentfoundation.org.uk/education-on-evidence/teaching-learning-toolkit/reducing-class-size</p> <ul style="list-style-type: none"> Implementation of pupil progress booklets and meetings will ensure children who are not on track for expected attainment at the end of the year are discussed in detail, as well as children not making expected progress. Staff will be asked questions to deepen understanding about the barriers and what ways provision can be changed or refined to accelerate progress of individuals further. The quality of smaller maths groups in Year 6 will be monitored fortnightly by the Maths Leader. Maths leader will share outcomes of monitoring with SLT in the form of evaluative statements. Actions as a result of monitoring: <ul style="list-style-type: none"> Identify teachers with greatest need to target for team teaching. Dependent on need, this will be linked to a specific focus e.g. a specific part of a maths lesson or the Teaching Skills Builder. Subsequent drop-ins will measure the impact of this team teaching. Set up pair and share opportunities based on teachers demonstrating best practice to share with less experienced teachers. Provide targeted CPD linked to specific 	<p>3</p>
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	parts of a maths lesson that require the most development and support.	
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<p>Timetables focus activities through quality 1st teaching and use of technology (including AI).</p> <p>Autumn 2 data outcomes:</p> <ul style="list-style-type: none"> ▪ Number of children with 22/25 and above: 57/89 ▪ Percentage of children with 22/25 and above: 64% 	<ul style="list-style-type: none"> ▪ Specific targeted intervention through AI technology of pupils with specific difficulties in times tables Year 4 upwards. Century Tech and TTRS with use of heatmap analysis. ▪ https://educationendowmentfoundation.org.uk/education-on-evidence/guidance-reports/digital ▪ Pupil premium children not making expected progress to do weekly sounds checks – the outcomes of this will be monitored weekly by the Maths Leader. ▪ The Maths Leader will promote use of TTRS with parents via the newsletter through the use of battles to encourage and increase engagement. ▪ Maths Leader will provide weekly updates to the senior leadership team on TTRS engagement and impact on progress. 	3
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<p>Use of technology and online platforms to set personalised nuggets/teaching videos linked to AI.</p> <p>Staff training has been put in place for this to ensure staff are fluent with the approaches.</p>	<ul style="list-style-type: none"> ▪ 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. ▪ Accelerated Reader – quizzes used for all pupils in KS2 to support progress and assessment of comprehension in response to star reader tests. ▪ This will be monitored weekly by the phase assistant headteacher to check that Century nuggets link specifically to targeted gaps and the impact of this on progress. Implementation of pupil progress booklets and meetings will ensure children who are not on track for expected attainment at the end of the year are discussed in detail, as well as children not making expected progress. Staff will be asked questions to deepen understanding about the barriers and what ways provision can be changed or refined to accelerate progress of individuals further. 	1, 3
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<ul style="list-style-type: none"> ▪ Implementation of new HVT attendance policy led by pupil premium leader. ▪ Employment of family liaison office to support vulnerable families to improve attendance and SEMH in school. ▪ Attendance meetings will be held with a designated member of staff. ▪ Referral to Early Help may be made in order to offer further support. ▪ 26% of pupil premium children require support with attendance. This is actioned through adherence to the HVT attendance policy. 	<ul style="list-style-type: none"> ▪ Good attendance at school and good punctuality is necessary for education to be successful. ▪ Work with school family liaison officer will build strong relationships with families and enable barriers to attendance to be broken down. ▪ Support within school for SEMH needs in pupil premium pupils will also be implemented. ▪ EEF Guidance about Wider strategies focusing on: S&L, Well-being and Mental Health. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies ▪ The leadership of attendance and, particularly, ways to improve persistent absence is monitored through regular HVT attendance audits. 	<p>5, 6</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All disadvantaged pupils will be offered access to at least one after school clubs.</p> <p>20% of pupil premium children access after school clubs.</p>	<ul style="list-style-type: none"> ▪ 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. ▪ EEF Guidance around the teaching and learning of life skills and enrichment: https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment ▪ In order to increase pupil premium engagement in wider curriculum enrichment, parent and pupil voice is acquired through questionnaires to ascertain particular interests that the school can provide clubs for. ▪ Pupil premium engagement in after school clubs is monitored half termly by the PE Leader. Actions as a result of monitoring: <ul style="list-style-type: none"> ○ Gather pupil premium parent and pupil voice linked to interests for after school clubs in the form of questionnaires. ○ Set up specific after school club targeted at the interests of pupil premium children following parent and pupil questionnaires. ○ Advertise after school clubs targeted at pupil premium children on the newsletter. 	<p>1, 5, 6, 7</p>
<p>Computer access in school and at home.</p>	<ul style="list-style-type: none"> ▪ 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. 	<p>1, 2, 3, 4, 5</p>

<p>APDR type meetings termly with parents for pupil premium pupils at risk of not reaching age related expectations at each assessment point. Either</p>	<ul style="list-style-type: none"> ▪ 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 ▪ Setting up of APDR pupil premium journals linked to individual pupil targets for those who are not on track to make expected progress. ▪ APDR journals are monitored fortnightly by the senior leadership team to check that work is targeted to pupil gaps and that this provision is mirrored across the curriculum for those children. See pupil progress booklets for individual pupil gaps. 	<p>1, 2, 3, 4, 5, 6,</p>
<p>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. 2x20 minutes meetings.</p>		
<p>Pupil premium pupils will be offered subsidised trip / transport / breakfast / after school costs where necessary</p>	<ul style="list-style-type: none"> ▪ Pupil premium pupils will not be disadvantaged by costs of trips / enrichment. These costs will be met by pupil premium budget in cases of need. ▪ Transport costs can also be offered where a barrier to attendance. ▪ Places at breakfast / after school club will be offered where appropriate. 	<p>6, 7</p>
<p>Implement SMILE approach in EYFS, so that children are taught PSED skills and parents are supported to develop these skills at home. PSED approach implemented, which combines a</p>	<ul style="list-style-type: none"> ▪ EEF guidance on working with parents to support children’s learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents ▪ EEF guidance on Improving Social and Emotional Learning in Primary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel ▪ Implementation of pupil progress booklets and meetings ensure children who are not on track for expected attainment at the end of the year are discussed in detail, as well as children not making expected progress. Staff are asked questions to deepen understanding about the barriers and what ways provision can be changed or 	<p>1, 2, 4, 6</p>

number of approaches to support children developing social communication, theory of mind and independence skills for children.	refined to accelerate progress of individuals further. See pupil progress booklets for individual pupil gaps.	
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Total budgeted cost: £76,960

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 2023 – 2024 academic year.

2023-2024 Pupil Premium - Impact Statement – Lutley

Pupils Making Expected Progress – should be 6.00							
		Reading		Writing		Maths	
Year	Total	PP Children	Non-PP Children	PP Children	Non-PP Children	PP Children	Non-PP Children
1	5	3.88	6.14	4.88	5.80	5.75	5.94
2	7	5.54	5.82	5.16	5.78	5.77	6.00
3	12	4.92	6.25	5.58	6.55	5.67	6.28
4	9	6.12	6.05	6.77	6.29	6.45	6.09
5	13	5.50	5.94	4.38	5.82	4.88	5.51
6	4	5.71	5.95	5.57	6.17	5.00	5.75

Pupils Reaching Expected Standard (ARE)							
		Reading		Writing		Maths	
Year	Total	PP Children	Non-PP Children	PP Children	Non-PP Children	PP Children	Non-PP Children
1	5	25%	55%	38%	76%	63%	71%
2	7	31%	53%	23%	58%	45%	63%
3	12	25%	56%	25%	64%	33%	56%
4	9	44%	62%	78%	70%	56%	53%
5	13	31%	51%	19%	59%	44%	53%
6	3	71%	58%	43%	75%	43%	67%