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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	Lydden Primary School
Number of pupils in school	75
Proportion (%) of pupil premium eligible pupils	18.6% (14 pupils) Dec 2023
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-26
Date this statement was published/ reviewed	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Governing body
Pupil premium lead	Carla Lintott- Head of School
Governor / Trustee lead	Anthony Richards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15625
Recovery premium funding allocation this academic year	£1692
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	£17317

Part A: Pupil premium strategy plan

Statement of intent

As a small school with small numbers of Pupil Premium children in each cohort we aim to offer a menu of approaches as suggested in the most recent EEF guidance. This helps us to personalise the support according to individual needs, particularly taking account of any other identified needs such as SEND and SEMH needs.

We aim to:

- Further develop quality first teaching to ensure opportunities for all children to learn and achieve well.
- Provide targeted academic support .
- Improve the range and quality of the overall learning experience for Pupil Premium children, including enrichment opportunities.
- Work with teachers, parents/carers and the governing body to ensure that all eligible children make expected or better than expected progress through high quality teaching and intervention.
- Track the progress of Pupil Premium children regularly, identifying any barriers to learning and adjusting the support in place as necessary to accelerate progress.

Challenges

1. A number of the disadvantaged children also have additional educational needs.
2. A number of our disadvantage children are open to support from other services, eg Early Help .
3. Engagement in learning for some children within this group is a challenge.

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. Pupil Premium children achieve in line with or above the 'all children group' across the curriculum.
Pupil Premium children are closely tracked and monitored by class teachers. Class teachers meet with senior leaders who scrutinize performance of PP children in Pupil Progress meetings. Annually, performance is compared to 'all children group' and National and Local Authority comparators.
2.Improve the quality of teaching using agreed whole school strategies.
Lesson observation show teachers using the 6- part lesson structure to model learning, instruct, assess and review learning. This results in improved outcomes for pupil premium children in EYFS, Key Stage 1 and Key Stage 2.
3. Use careful intervention and targeted support to improve specific outcomes for identified children.
Children demonstrate accelerated progress and achievement
4.Early communication and reading are prioritized for pupil premium children in Foundation stage and Key Stage 1.
Standards in phonics and reading are above local and national comparators.
5.Wider strategies enable children to become confident, independent well focused learners who are excited to learn.
By reviewing: extra- curricular engagement from this group external view of attitudes, motivation and behaviour

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: £10,000

1. Pupil Premium children achieve in line with or above the 'all children group' across the curriculum. 2. Improve the quality of teaching using agreed whole school strategies. 4. Early communication and reading are prioritized for pupil premium children in Foundation stage and Key Stage 1		
Activity	Evidence that supports this approach	Challenge number(s) addressed
Smaller class sizes ensure that the school curriculum can be delivered effectively. No classes have to teach across key stages. EYFS Y1/2 Y3/4 Y5/6 Cognitive Science The school have invested in the CUSP curriculum which is based on the latest cognitive science and informed by Rosenshine's principles of instruction. The implementation of or new teaching and learning policy identifies six parts of a lesson and continues to be embedded. Feedback Increase quality and quantity of feedback in the moment. Formative Assessment Within lessons, effective assessment strategies ensure that pupil premium children keep up with their peers and that any gaps are addressed. Teachers work with the leadership to review pupil progress x3 per year. This allows for planning and review of the targeted strategies.	Smaller class sizes: <i>'There is some evidence for additional benefits of smaller class sizes with younger children, so smaller class sizes may be a more effective approach during the early stages of primary school.'</i> <i>'The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive (see Feedback).'</i>' EEF teaching and learning toolkit Cognitive Science EEF report 'Cognitive Science Approaches in the Classroom' July 2021 <i>Cognitive science principles of learning can have a significant impact on rates of learning in the classroom. There is value in teachers having working knowledge of cognitive science principles</i> Feedback: <i>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</i> <i>Feedback can be effective during, immediately after and sometime after learning. Feedback policies should not over specify the frequency of feedback</i> <i>Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload.</i> EEF teaching and learning toolkit. Formative Assessment -EEF report 'Embedding Formative Assessment' July 2018 <i>The additional progress made by children in the lowest third for prior attainment was greater than that made by children in the highest third.</i> <i>Teachers were positive about the Teacher Learning Communities. They felt that these improved their practice by allowing valuable dialogue between teachers, and</i>	1 and 4

	<i>encouraged experimentation with formative assessment strategies.</i> <i>The process evaluation indicated it may take more time for improvements in teaching practices and pupil learning strategies to feed fully into pupil attainment. Many teachers thought that younger students were more receptive to the intervention than their older and more exam-minded peers.</i>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £1000

3. Use careful intervention and targeted support to improve specific outcomes for identified children.		
Activity	Evidence that supports this approach	Challenge number(s) addressed
Identified children receive a range of tiered support: Small group work Individualized support	EEF- Small Group Tuition <i>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</i> <i>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</i>	1,3,4

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

Budgeted cost: £6000

5.Wider strategies enable children to become confident, independent well focused learners who are excited to learn.		
Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support for children whose family circumstances may be challenging	EEF- disadvantage gap <i>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</i> <i>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</i>	8,9
Access to wider aspects of school life	EEF-Participating in Extra Curricular activities <i>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance</i> <i>Participating in sports and physical activity is likely to have wider health and social benefits.</i>	8,9

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 to 2023 academic year.

To maximize on a more effective approach during the early stages of primary school by continuing with our four class structure.

- Smaller class sizes are allowing for increased flexibility and increased quality and quantity of feedback in the moment.

- Teacher and TAs are able to give impactful feedback during lessons and children are acting on improvements.
- Small group work is also proving to be effective, evidenced in personalized plan reviews .
- Current numbers in each class- 75 pupils on roll – EYFS- 11 Y1/2 -21 Y3/4-24 Y5/6 -19

To ensure the impact of the coronavirus pandemic on PP eligible children's end of Key Stage attainment is understood and minimised.

- Pupil progress meetings, following NFER assessments have identified where support is needed
- First quality teaching ensures focus on PP students is sustained during lessons.

Ensure teachers include Pupil Premium children within focus groups to provide targeted teaching aiming for accelerated progress in reading, writing and maths.

- Pupil progress meetings have identified children not on track to meet ARE and support put in place for accelerated progress.
- % PP students with increased standardized scores from Summer 23 to Autumn 23 (KS2)

Reading – 75% Writing -50% Maths 75%

% PP KS 1 students on track to meet ARE Reading, Writing and Maths- one PP child in Year 1 and is on track

% PP KS1 students on track to exceed ARE Reading and Maths – one PP child in year 1 who is not on track to exceed ARE.

Teaching strategies enable children to become confident, independent well focused learners who are excited to learn.

- All staff attended Universal Design for Learning training. This was an externally sourced training opportunity provided by NASEN (National Association for Special Educational Needs). This supported us in understanding the way to scaffold and plan the support we provide all children
- Ongoing curriculum development work taking place.
- ASD training delivered by SENCO
- PRO-ACT SCIPR sessions school has had to invest in this area to ensure we have appropriate skills to support some of the emotionally dysregulated children. This includes PP children but also has a wider impact on supporting their focus.

Ensure all PP eligible children have access to and are able to participate in all aspects of school life e.g. sporting opportunities, positions of responsibility, extra-curricular activities

- PP eligible children are financially supported to attend events such as the pantomime and school trips.

6 children were financially supported to attend a school trip- y3/4

2 children were financially supported to attend swimming lessons-y5/6

5 children across the PP group were supported to attend after school clubs.

Externally provided programmes

Programme	Provider
Accelerated Reader	Renlearn
Boxall	Nurture UK
Autism	Autism Education Trust

