



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 | Lord Street Primary School |
| Number of pupils in school | 371 |
| Proportion (%) of pupil premium eligible pupils | 39% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2024 |
| Date this statement was published | 1 st November 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Lisa Finnegan (Deputy CEO) |
| Pupil premium lead | Hayley Walsh (Head teacher) |
| Governor / Trustee lead | Peter Caterill |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £213,715 |
| Recovery premium funding allocation this academic year | £21,000 |
| 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 | £234,715 |

Part A: Pupil premium strategy plan

Statement of intent

Diagnostic Assessment

Children identified as pupil premium at Lord Street have fallen behind their peers in terms of academic attainment. This conclusion has been drawn from internal summative assessment data from Summer 2021 (Accelerated Reader, previous SATS tests, quizzes and retrieval, phonics screening, internal validation and standardisation of writing, WellComm and Reception Baseline assessment under the Early Adopter Framework). The gap is particularly acute in the 2021-2022 cohorts of Year 1, Year 2, Year 3 and Year 4. There is an acute deficit in reading and writing in all of the identified year groups. Internal baseline assessments including the WellComm Speech and Language Toolkit in EYFS have identified speech, language and communication as a primary need.

Using a range of SEMH diagnostic tools, children from Year 1 to Year 6, 19 have been identified as requiring SEMH interventions. The conclusion can be drawn that this is attributable to the disruption of Covid 19 and the subsequent lockdowns.

Throughout 2020-2021 attendance for disadvantaged children was lower than for non-pupil premium children at 92% and persistent absence was above the national average for all children 26.5%% compared with 19.6% (National).

Statement of Intent

Our intent for the next academic year is to return to pre-pandemic levels of academic attainment for those children identified as pupil premium. In order to achieve this, we will deliver a comprehensive programme of evidence informed interventions specifically for reading with a focus on phonics and early reading. We will ensure rigour in same day timely interventions for mathematics.

In addition, we will ensure we have a comprehensive pathway of referral and programme of SEMH interventions and teaching strategies in place to address the universal wellbeing needs of all pupils but specifically those identified with acute social, emotional and mental health needs which have become barriers to the learning.

We will continue to deliver through quality first teaching a comprehensive programme of vocabulary and language development. For the twelve identified children with a specific speech, language and communication need, they will access a specialist in house intervention programme lead by an assistant SENDCO with a Speech and Language specialism.

Finally, we will ensure that no child is disadvantaged through a narrowing of our curriculum intent. The Lord Street curriculum as comprehensively outlined on our website, will be implemented effectively to address the cultural capital deficit attributable to the lack of experiential learning and curriculum prioritisation during the Covid 19 pandemic.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Attainment gaps in reading and writing at the expected standard in Key Stage 1 and Lower Key Stage 2 as a result of lost learning through the pandemic. |
| 2 | Academic attainment in all year groups at greater depth in reading writing and maths has been affected as a result of curriculum prioritisation throughout the pandemic. |
| 3 | The curriculum as a progression model could not be fully implemented due to Covid disruption; therefore there is a cultural capital deficit in all year groups. |
| 4 | Speech, language and communication needs have increased as a result of lost learning throughout the pandemic. |
| 5 | The mental health, wellbeing and low self-esteem has affected the Lord Street cohort generally but specifically for the SEMH needs for some children have become acute and have become barriers to academic attainment. |
| 6 | Attendance and persistent absence data for pupil premium children is poor compared to non-pupil pupils. |

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 |
|--|--|
| The attainment of disadvantaged pupils will return to pre pandemic levels. | <p>Summative and formative diagnostic assessments will indicate attainment at year group expectations and at greater depth for reading, writing and maths.</p> <p>Evidence informed interventions will be implemented and will address gaps in identified year groups and diagnostic</p> |

| | |
|---|---|
| | assessment tool will track attainment and progress. |
| The cultural capital deficit caused by the pandemic will be addressed through the progression model of the Lord Street curriculum. | Quality first teaching will deliver the entire Lord Street curriculum. Self –regulation and metacognition strategies with a focus on retrieval will measure what children know and what they can remember. |
| Speech, Language and Communication needs will not limit pupils’ capacity to meet their expected levels of academic attainment. | <p>The speech, language and communication needs of 14 identified pupils will be diagnostically assessed throughout the academic year and progress will be closely monitored.</p> <p>The Lord Street vocabulary development programme will be delivered in its entirety throughout the academic year and explicit retrieval practices will measure progress.</p> |
| Diagnostically identified social, mental health needs will be addressed in accordance with a continuum of need and a formal pathway for referral. Quality first teaching of the PSHE curriculum and personal development provision will impact universally on positive self-esteem and healthy relationships. | <p>Attendance will remain in-line with the national average for all pupils including PP pupils. Persistent absence will remain in line with the national average.</p> <p>The SEMH provision along with diagnostic profiling will evidence progress. A systematic pathway referral programme will mean children will receive the support they require from multi-agencies. Strategies to address needs include This will include SEAL based programmes of support, Time to Talk intervention, Lego Therapy, Place to Be (emotional therapeutic support), Social Stories, Winston’s Wish, Talk About (social communication skills), Rainbows Bereavement counselling and in house 1:1 counselling support.</p> <p>The impact of the progression model of the Lord Street PSHE curriculum and personal development programme will be evidenced in curriculum monitoring including pupil voice.</p> |

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: £67,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Staff training on pedagogical development implementing the Walkthru programme | <p>Focus on practice and retrieval (EEF Guidance Report on Metacognition and Self-Regulation, Dylan Williams – Formative Assessment Strategies).</p> <p>Focus on explaining and modelling including vocabulary development, scaffolding, dual coding, big picture/small picture and metacognitive talk. (Rosenshine’s Principles of Instruction).</p> | 1 and 2 and 4 |
| Engagement with Mastering Number in EYFS and KS1 NCETM Programme as well as TRG for Sustaining Mastery | <p>National Centre for the Excellence in the Teaching of Mathematics research and recommendations.</p> <p>EEF Guidance Report on Teaching Mathematics in the early years, KS1 and KS2 and 3.</p> | 1 and 2 |
| Designing and evaluating the impact of a knowledge rich sequential curriculum as a Progression Model through effective system leadership. | <p>Evidence and reading from the revised Ofsted Inspection Framework.</p> <p>Ofsted Reviews of History, Geography, Music, RE, Science</p> | 3 |
| Whole school plan for reading including the implementation of SSP Little Wandle and Parental Engagement | <p>Ofsted Review of Reading</p> <p>EEF Teaching Toolkit – Parental Engagement</p> <p>EEF Teaching Toolkit – Phonics</p> <p>EEF Toolkit – Reading Comprehension Strategies</p> <p>EEF Guidance Report Parental Engagement</p> | 1 and 2 |

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

Budgeted cost: £75,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| School led Tutoring Programme. Highly skilled teaching assistants and teacher will deliver 1200 additional hours of interventions per annum with a focus on phonics, phonics catch up, early reading and Inference and BRP in KS2. | EEF Teaching Toolkit EEF Guidance Report Improving Literacy in KS1 and KS2 Ofsted Review of Reading | 1 and 2 |
| Same Day Timely Maths Interventions led by the class teacher or teaching assistant but planning in accordance with the lesson objective | EEF Guidance Report Improving Mathematics Teaching NCETM Mathematics Recovery Programme EEF Guidance Effective Use of Teaching Assistants. | 1 and 2 |
| Precision Teaching delivered by all support staff with identified children every afternoon with a focus on fluency in maths and spelling | EEF Teaching Toolkit – 1:1 tuition | 1 |
| Greater Depth writing interventions in Key Stage 2 delivered by skilled English leads | Bob Cox Opening Doors to a Richer English Curriculum EEF Guidance Report Improving Literacy in KS2 SSRD Models for writing including IPEEL – EEF Teaching Toolkit | 2 |
| Assistant SENDCO to lead on SEND/SEMH/SALT Enhanced Provision and | EEF Guidance Report on Improving Behaviour in Schools Special Educational Needs in Mainstream Schools (EEF) | 5 |

| | | |
|--|--|---|
| Programme of Interventions | EEF Guidance Report Improving Social and Emotional Learning in Primary Schools | |
| Speech, Language and Communication Interventions | Specialist trained onsite Speech and Language interventions – evidence of diagnostic assessment and structured approach working with 14 identified children with speech, language and communication needs. | 4 |

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

Budgeted cost: £72,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Attendance and persistent absence management | EEF guidance evidence to demonstrate attendance improves outcomes for PP children. Regular analysis of data to track improvements and trends. | 6 |
| Wrap Around Provision for all children aged 4 to 11. Plans to implement a universal free breakfast club | Breakfast club and after school club as recommended in EEF Guidance Report Improving Behaviour. | 4 and 5 |
| Implementation and evaluation of the effectiveness of the Lord Street PSHE Curriculum and Personal Development Programme | Ofsted Inspection Framework focus on cultural capital deficit. PSHE Association Ofsted Review of Safeguarding and Sexual Harassment in Schools | 5 |
| Pupil Leadership Strategy | Pupil Voice Behaviour and Culture deep dive | 4 and 5 |
| Assistant SENDCO to lead on SEND/SEMHSALT Enhanced Provision and Programme of Interventions | EEF Guidance Report on Improving Behaviour in Schools Special Educational Needs in Mainstream Schools (EEF) | 5 |

| | | |
|---|--|-------|
| | EEF Guidance Report Improving Social and Emotional Learning in Primary Schools | |
| Ed Tech Demonstrator Programme to enable all pupils to access digital learning provision through MS Teams | EEF guidance on asynchronous learning | 1,2,3 |

Total budgeted cost: £119,000

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 2020 to 2021 academic year.

Below is a summary of PP attainment for the academic year 2020-2021. Assessments were based on all components identified above.

Pupil Premium Summer 2021

| RECEPTION | Reading | Writing | Maths |
|--|---------------------|---------------------|---------------------|
| No of pupils __12 | Achieved ELG | Achieved ELG | Achieved ELG |
| National 2019 (old EYFS curriculum) | 77% | 74% | 80% |
| Autumn 2020 (proportion on track for ELG) | 29% | 29% | 50% |
| Summer 2021 | 42% | 42% | 58% |

| Year 1 PP | | Reading | | Writing | | Maths | |
|------------------|-------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| | | On track ARE | On track GDS | On track ARE | On track GDS | On track ARE | On track GDS |
| No of pupils 19 | This cohort Autumn 2019 | 55% | 0% | 50 | 0% | 55 | 0% |
| | Autumn 2020 | 54% | 0% | 54% | 0% | 54% | 0% |
| | Summer 2021 | 7% | 0% | 7% | 0% | 29% | 0% |

| Year 2 PP | | Reading | | Writing | | Maths | |
|----------------------|-------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| | | On track ARE | On track GDS | On track ARE | On track GDS | On track ARE | On track GDS |
| National 2019 | | 75% | 25% | 69% | 15% | 76% | 22% |
| No of pupils 23 | This cohort Autumn 2019 | 62% | 5% | 62% | 5% | 67% | 7% |
| | Autumn 2020 | 52% | 5% | 52% | 0% | 52% | 0% |
| | Summer 2021 | 43% | 4% | 39% | 0% | 48% | 4% |

| Year 3 PP | | Reading | | Writing | | Maths | |
|------------------|-------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| | | On track ARE | On track GDS | On track ARE | On track GDS | On track ARE | On track GDS |
| No of pupils 27 | This cohort Autumn 2019 | 55% | 5% | 50% | 0% | 45% | 0% |
| | Autumn 2020 | 65% | 0% | 65% | 0% | 70% | 0% |
| | Summer 2021 | 59% | 0% | 37% | 0% | 63% | 4% |

| Year 4 PP | | Reading | | Writing | | Maths | |
|------------------|-------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| | | On track ARE | On track GDS | On track ARE | On track GDS | On track ARE | On track GDS |
| No of pupils 24 | This cohort Autumn 2019 | 54% | 4% | 25% | 0% | 62% | 8% |
| | Autumn 2020 | 50% | 4% | 42% | 4% | 62% | 5% |
| | Summer 2021 | 79% | 22% | 33% | 4% | 63% | 7% |

| Year 5 PP | | Reading | | Writing | | Maths | |
|-----------------|-------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | | On track ARE | On track GDS | On track ARE | On track GDS | On track ARE | On track GDS |
| No of pupils 25 | This cohort Autumn 2019 | 50% | 4% | 42% | 8% | 62% | 8% |
| | Autumn 2020 | 48% | 1% | 42% | 8% | 62% | 8% |
| | Summer 2021 | 64% | 11% | 32% | 0% | 46% | 0% |

| Year 6 PP | | Reading | | Writing | | Maths | |
|-------------------------|-------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | | On track ARE | On track GDS | On track ARE | On track GDS | On track ARE | On track GDS |
| National (2019) | | 73% | 27% | 78% | 20% | 79% | 27% |
| PP National 2019 | | 62% | 17% | 68% | 11% | 67% | 16% |
| No of pupils 23 | This cohort Autumn 2019 | 50% | 0% | 46% | 0% | 58% | 0% |
| | Autumn 2020 | 50% | 0% | 48% | 0% | 56% | 0% |
| | Summer 2021 | 65% | 13% | 52% | 4% | 52% | 4% |

Additional commentary

In 2020-2021 Lord Street fully implemented the NCETM mathematics programme as key component of quality first teaching. The prioritisation materials were utilised throughout the summer term which meant that attainment in maths was broadly as expected and firm foundations were in place for the commencement of the autumn term 2021.

The National Tutoring Programme was utilised for additional catch up interventions alongside a programme of evidence informed interventions (based on the EEF toolkit and Guidance Reports) which were put in place after lock down 2; this meant that Lord Street was able to accurately diagnose gaps in pupil learning and address them accordingly with a focus on English and Maths.

Lord Street developed a sequential, knowledge rich curriculum for all of the wider curriculum subjects during lockdown and intents are now clear on the school website. However, the full implementation of the wider curriculum was hindered due to partial school closures.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|---|----------|
| None applicable since all of our programmes of support were evidence informed (EEF Toolkit and Guidance Reports) or drawn from DfE recommendations. | |