

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	Lord Street Primary School
Number of pupils in school	354
Proportion (%) of pupil premium eligible pupils	39.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 – 2025/26
Date this statement was published	01/12/2022
Date on which it will be reviewed	November 2023
Statement authorised by	Lisa Finnegan (Deputy CEO)
Pupil premium lead	Hayley Walsh (Head teacher)
Governor / Trustee lead	Hayley Berry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£210,312
Recovery premium funding allocation this academic year	£20,590
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	£230,902

Part A: Pupil premium strategy plan

Statement of intent

Diagnostic Assessment

Lord Street Primary school is a happy, educational setting where 94% of its pupils state it is enjoyable and ambitious for all. Senior leaders and staff at Lord Street are committed to the personal development aspect of school life to ensure children are given a range of experiences.

We are a 2-form entry primary school in an area where levels of deprivation are high. 16.8% of families in our area are classed as income deprived and the vast majority of our pupils start school at the age of 4 years old with speech and language levels lower than average. Moreover, internal baseline assessments including the Wellcomm Speech and Language Toolkit in EYFS have identified speech, language and communication as a primary need in school.

Early identification and intervention is key to ensure children are brought in line with the national average. Our staff dedicate their time to providing a formal education and a personal development strand which runs through our school. Our personal development programme gives children across school the opportunities to experience more than academic lessons and our pupil leadership programme gives children the opportunity to lead in a variety of different roles which essentially improves confidence, resilience and skills of a leader.

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 our 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 and maths 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 assessment tool will track attainment and progress.</p>

<p>The cultural capital deficit caused by the pandemic will be addressed through the progression model of the Lord Street curriculum.</p>	<p>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.</p>
<p>Speech, Language and Communication needs will not limit pupils’ capacity to meet their expected levels of academic attainment.</p>	<p>The speech, language and communication needs of 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>
<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>	<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 Bespoke Maths curriculum made up of NCETM and White Rose will be implemented 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
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	<p>EEF guidance evidence to demonstrate attendance improves outcomes for PP children.</p> <p>Regular analysis of data to track improvements and trends.</p> <p>Support for parents when they are struggling to get children to school,</p> <p>Employment of Enggaement Officer will secure partnerships with key stakeholders</p>	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	<p>Ofsted Inspection Framework focus on cultural capital deficit.</p> <p>PSHE Association</p> <p>Ofsted Review of Safeguarding and Sexual Harassment in Schools</p>	5

Pupil Leadership Strategy	Pupil Voice Behaviour and Culture deep dive	4 and 5
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) EEF Guidance Report Improving Social and Emotional Learning in Primary Schools	5
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.

YEAR 1 PP	Reading		Writing		Maths		Phonics
No of pupils 13	On track EXS	On track GDS	On track EXS	On track GDS	On track EXS	On track GDS	% Pass National
Autumn 2022	38	0	46	0	46	0	

Year 2 PP	Reading		Writing		Maths	
No of pupils 22	On track EXS	On track GDS	On track EXS	On track GDS	On track EXS	On track GDS
National 2022						
Summer 22 Y1	64	21	50	21	79	14
Autumn 2022	68	9	64	9	68	0

Year 3 PP	Reading		Writing		Maths	
No of pupils 20	On track EXS	On track GDS	On track EXS	On track GDS	On track EXS	On track GDS
Summer 22 Y2	40	0	20	0	53	0
Autumn 2022	60	0	40	0	65	20

Year 4 PP	Reading		Writing		Maths	
No of pupils 21	On track for EXS	On track for GDS	On track for EXS	On track for GDS	On track for EXS	On track for GDS
Summer 22 Y3	50	0	34	5	50	14

Year 5 PP	Reading		Writing		Maths	
No of pupils 28	On track EXS	On track GDS	On track EXS	On track GDS	On track EXS	On track GDS
Summer 22 Y4	39	7	36	7	39	4
Autumn 2022	54	7	50	4	57	7
Autumn 2022	74	21	79	16	58	21

Year 6 PP	Reading		Writing		Maths		SPAG	
No of pupils 23	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
National 2022								
Summer 22 Y5	39	17	43	9	43	9		
Autumn 2022	82	26	69	9	61	9	69	9

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.	N/A