

# 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	Lyncrest Primary School
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	23/200 = 12%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	August 2022
Statement authorised by	Jemma Gillespie
Pupil premium lead	Jemma Gillespie
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 30,995
Recovery premium funding allocation this academic year	£ 3,335
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 34,330

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim at Lyncrest Primary School is to use pupil premium funding to help us improve and sustain higher attainment for all disadvantaged pupils in our school so that it is comparable to non-disadvantaged pupils nationally.

During the period of this strategy plan (2021-2024) we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well: vocabulary and oral language, attainment in writing, limited wider experiences outside of school for some children and attitudes to learning as well as resilience.

Our expectation at Lyncrest is that all pupils, irrespective of background or the challenges they face, develop vocabulary and oral language skills to be able to express themselves, talk about their learning and become strong readers and communicators, both orally and through use of the written word. This, along with a positive attitude to learning and resilience, will enable them to learn, broaden their horizons and allow them to be interested and interesting citizens.

The approaches we have adopted complement each other to help pupils to excel. To ensure they are effective we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- act early to intervene at the point need is identified

## Challenges

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

Challenge number	Detail of challenge
1	Poor levels of vocabulary and oral language skills
2	Well below national average in attainment in writing
3	Retaining information long term and be able to draw on this to attach new knowledge across the curriculum
4	Limited wider experiences to enrich learning to help children make connections and build learning/language
5	Low levels of resilience, levels of independence and positive attitudes to the learning process

## 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
Improve oral language and vocabulary for disadvantaged children.	<p>Children will be able to use subject specific vocabulary, articulate the meanings and use these as part of their own conversations. This will be evident across the curriculum.</p> <p>Children will be able to talk about their learning using the vocabulary they have learnt in line with age related expectations.</p> <p>Writing will demonstrate a higher level of vocabulary and children will have a better understanding of reading material too.</p>
Improve attainment in writing.	In all year groups the % of children working at age related expectations in writing will increase.
Improve teaching and learning to provide scaffolds, chunk learning and allow for regular retrieval so children can retain information in order to build on in the future.	<p>Teaching and learning will show examples of chunking, scaffolding and retrieval practice.</p> <p>Children will be able to talk about learning from last lesson, last week and last term.</p> <p>Attainment will in turn increase as children make progress.</p>
Through subsidy, children will access a wider range of experiences.	All PP children will take part in enrichment activities from the options below: music lessons, school trips, participate in before/after school clubs, sports competitions, forest school
Improve attitudes to learning, increase resilience and understanding of the learning process so children understand that being stuck is part of the process.	<p>Children will be able to talk about how they learn, know that learning is hard and overcome challenges when things get hard. They will know strategies that work for them when things get challenging.</p> <p>They will be able to talk about their aspirations for the future and what it will take to achieve these.</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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching and Learning lead to work with/alongside years 5 and 6 teachers to plan and teach writing.</p> <p>Professional development through coaching, mentoring and collaboration.</p> <p>Release time and work in class together.</p> <p>Extra teacher will also allow for some smaller group teaching.</p> <p>Employ teacher extra day a week to allow for this release time for T and L lead.</p>	<ul style="list-style-type: none"> <li>• EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD</li> <li>• Sutton Trust – quality first teaching has direct impact on student outcomes.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size#">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size#</a></p>	1 2 3
<p>Extra TA hours in year 2 for class to focus on disadvantage caused by lockdowns.</p> <p>Interventions for phonics, reading, basic letter formation and number facts.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1 2 3
<p>Metacognition professional development for all staff.</p> <p>Specific lessons to teach this to children and embed strategies across school.</p> <p>Purchase the Rosenshine Principles of Instruction book as professional development for all staff.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	3 and 5

<p>Professional development for all staff on developing vocabulary.</p> <p>Implement and embed a consistent approach to teaching vocabulary across school.</p> <p>Purchase of the Word Aware book.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1, 2
<p>Phonics professional development to ensure consistency of delivery of Read Write Inc</p> <p>Refresher training</p> <p>Training for staff new to Read Write Inc.</p> <p>Time for RWI manager to be out of class and deliver this intervention.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1,2
<p>Purchase and implementation of RWI spelling scheme for KS2.</p> <p>Training for staff.</p>	<p>Automaticity of elements such as spelling and handwriting allow children to focus on the other elements of writing.</p> <p>A scheme will ensure a progressive and spiralling curriculum which is robust and meets National Curriculum expectations.</p>	2
<p>Purchase and implement handwriting scheme across school to build a consistent approach.</p> <p>Relevant training for all staff.</p>	<p>Automaticity of elements such as spelling and handwriting allow children to focus on the other elements of writing.</p> <p>A scheme will ensure a progressive and spiralling curriculum which is robust and meets National Curriculum expectations.</p>	2

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School led Tutoring  Top up of allocated money	<a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 2 3
Early Language Intervention	Language and oracy are the foundations for all knowledge to be built upon and vital across all areas of the curriculum.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidy for residential and educational visits to allow opportunity for all children to attend.	Evidence suggests that to build cultural capital and sticky knowledge, children need experiences and knowledge to build upon.  Experiencing first hand will allow children to have richer experiences, will provide opportunities to build vocab and build learning upon.	4 and 5
Subsidy for music lessons for confidence and well-being and to allow all children in years 5 and 6 to learn to play an instrument.	These are opportunities children would not have otherwise and increase cultural capital.	4
Forest School programme for nurture/well-being.	In light of the pandemic, well-being and mental health are a top priority.  These are priorities across school.	5

Sports coach to deliver wider curriculum opportunities, run clubs and allow children to attend competitions.	<p>In light of the pandemic, well-being and mental health are a top priority.</p> <p>This keeps children active, improve#s confidence and self-esteem.</p> <p>These are priorities across school.</p>	4 and 5
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**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales. If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

A number of our planned strategies were not fully implemented due to Covid 19 restrictions and partial school closures. Our resources were diverted to support acute and unplanned need arising from the pandemic.