

# Pupil premium strategy statement

This statement details our school's use of pupil premium funding in 2022-2023 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> )	2022-2023
Date this statement was published	September 2022
Date on which it will be reviewed	August 2023
Statement authorised by	Jemma Gillespie
Pupil premium lead	Jemma Gillespie
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 31,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 20,000
<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	£ 51,000

# 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, 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	Attendance lower than the national average
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 attendance for all groups of pupils including those in receipt of pupil premium funding.	<p>Overall attendance in the academic year 2022-2023 will be higher than the previous academic year.</p> <p>Attendance of disadvantaged pupils will be at least in line with non-disadvantaged peers.</p>
Embed retrieval practice across the curriculum so that all lessons provide opportunities to recall prior knowledge and therefore attach new knowledge to it.	<p>Lessons will show evidence of retrieval practice.</p> <p>Staff will be confident planning a range of retrieval practice activities and strategies.</p> <p>Children will be able to remember and know more in line with the core knowledge detailed in the curriculum. They will be able to recall subject specific knowledge from last lesson, last week, last term and last year.</p>
Through subsidy, children will access a wider range of experiences.	<p>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</p>
Provide nurture and social and emotional support to those who need further work developing self-esteem, mental health, resilience and self-regulation strategies.	<p>Assessments will show improvements in resilience, mental health, wellbeing and self-esteem.</p> <p>Children will be able to use strategies learnt in group and 1:1 work within the classroom.</p> <p>Children will be able to self-regulate and self-access the nurture space in order to be ready to learn.</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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retrieval Practice CPD for all staff	<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>	3
CPD linked to Vocabulary tiers and strategies to use in the classroom	<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
Continued CPD and teaching of children about cognition and metacognition	<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>	3
Whole Class Reading CPD to adapt the way reading is taught from year 2 upwards	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1

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

Budgeted cost: £15,000

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/social-and-emotional-learning">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 2 3
Activating Resilience Programme  Pastoral support staff 15 hours a week to complete structured resilience intervention with identified children.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	5
Welcomm language acquisition package	<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: £25,000

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.	In light of the pandemic, well-being and mental health are a top priority. This keeps children active, improves confidence and self-esteem.  These are priorities across school.	4 and 5
Attendance CPD	DfE document Working Together to Improve School Attendance – May 2022	2
Attendance rewards and incentives	DfE document Working Together to Improve School Attendance – May 2022	2
Book raffle prizes to raise profile of reading and encourage reading at home, parental engagement	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	1
Uniform subsidy to support families	<a href="https://languagelearnersjournal.com/2018/01/04/does-the-temperature-in-the-classroom-impact-learning-ability-of-the-students/">https://languagelearnersjournal.com/2018/01/04/does-the-temperature-in-the-classroom-impact-learning-ability-of-the-students/</a>	4

**Total budgeted cost: £ 50,000**

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Through the use of pupil premium funding we were able to begin the set up of a nurturing quiet place in school to support pupil wellbeing and mental health. Children contributed to the set up of this and this space was commented on by pupils during our Ofsted inspection July 2022.

Through funding forest school and extra staffing time, nurture and resilience interventions were set up and children were targeted. This had a positive impact on attitudes to learning, behaviour in the classroom and as a result will be built upon this year.

Following a lack of first-hand experiences during the Covid pandemic, funding was used to ensure all children in school had access to at least one out of school visit, visitors/experiences in school and for year 6 children to attend residential. This would not have been possible without this funding.

Funding used to support school led tutoring had a positive impact, particularly for pupils in year 6 and this is reflected in the outcomes. In reading 79% of pupils achieved the expected standard, in writing 75%, in maths 92%. Jointly (R/W/M) 75%.

Investment was made in early language resources and for professional development in phonics teaching. Again, early reading and development of oracy was commended by Ofsted July 2022. The skill and development of all practitioners was recognised as well as the leadership which allows children to excel in this area. This is also reflected in the outcomes with 84% of pupils passing the phonics screening in Y1 and 87% in year 2 – both in line with or above national average.