

Targeted Funds Statement including: Pupil Premium, Recovery Premium funding and School Led Tuition funding

This statement details our school's use of pupil premium, recovery premium funding for the 2021 to 2022 academic year alongside school led tuition funding to help improve the attainment of our disadvantaged pupils.

It outlines our strategies, how we intend to spend these funds 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	Lansdowne Primary School
Number of pupils in school	401
Proportion (%) of pupil premium eligible pupils	33%
Academic year	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Claire Jobe (HT)
Pupil premium lead	Lisa Vitiello (DHT)
Governor / Trustee lead	Fiona Trigwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£162,464
Recovery premium funding allocation this academic year	£17,183
School led tuition	£12,960
Total budget for this academic year	£192,607

Part A: Pupil premium and Recovery premium funding strategy

Statement of intent

As a school set within the context of a deprivation indicator, that is above the national, there is the potential challenge that less advantaged pupils do not have the same starting point, experiences or support as their peers. We identify the barriers this can pose, in both well-being and academic achievement, and as a team of professionals we work together to develop the whole child. As a team we have the highest aspirations for ALL pupils and ensure that disadvantaged pupils receive the same entitlement as their non - disadvantaged peers.

We are committed to ensuring that the impact of COVID19 on children's well-being and learning continues to be addressed through improving classroom pedagogy, the use of technology to enhance teaching and learning as well as targeted catch- up strategies.

We aim to:

- Develop a personalised learning approach for all children that promotes self-directed learning and enquiry.
- Develop enabling learning environments which offer flexible seating and resources that promote self-directed learning.
- Fully embrace digital technology to remove barriers, develop skills and widen children's horizons and opportunity.
- Provide a well-being team of skilled and experienced professionals who address the social, emotional, and mental health conditions that affect children's school attendance, well-being, and learning.
- Develop *all* children's "cultural capital" so that those with "limited experiences" are not at a disadvantage and are able to acquire the essential knowledge and skills to prepare them for future success.

Challenges

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

Challenge number	Detail of challenge
1	Impact of COVID19 - vulnerable learners whose gaps have widened even further as a result of school closures
2	The prime area of Communication and Language is low on entry to Reception
3	Closing the vocabulary gap for those who have limited life experiences and opportunities to join in enrichment opportunities.
4	High SEMH needs identified among our disadvantaged families.
5	Removing barriers that cause low attendance and lack of engagement with school.
6	Mobility within the school year and quickly identifying and supporting the needs of vulnerable 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
Progress in Reading	Achieve national average progress score in KS2 Reading (0)
Progress in Writing	Achieve national average progress score in KS2 Writing (0)
Progress in Maths	Achieve national average progress score in KS2 Maths (0)
Phonics (Year 1 and Year 2)	Achieve at least national average expected standard
GLD - EYFS	Achieve at least national average GLD
Improve attendance of disadvantaged pupils and reduce % of persistent absentees	In line with the LA average

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation T6
<p>Little Wandle Letter and Sounds Phonics (complete Systematic Synthetic Phonics programme) purchased and all staff fully trained. £2,500</p> <p>Purchase further decodable books to ensure that the reading texts complement the Wandle Phonics scheme £3,000</p>	<p>(EFF Phonics moderate impact for very low cost)</p> <p>DFE Validation of a Systematic, Synthetic, Phonics Programme (SSP)</p>	1 & 2	<p>Complete.</p> <p>All teachers and Tas had training with regular follow ups planned. Little Wandle implemented in each class, inc. KS2 where appropriate. £2,500</p> <p>Complete.</p> <p>Books purchased, sorted and in circulation. £3,000</p>
CPD in embedding vocabulary across the school day to ensure staff have up to date skills in	In school, ongoing, professional development on	3	CPD held – further CPD required to fully embed the approach for teaching vocabulary in a consistent,

<p>how to build a wide and rich variety of words to children who may have poor vocabulary to begin with.</p> <p>Every classroom to be language rich, actively teaching and reinforcing vocabulary that enhancing and challenges learning.</p> <p>Adopt a whole school structured approach to the teaching of vocabulary and ensure all staff have adequate training and support to implement this.</p>	<p>embedding an environment rich in language.</p> <p>CPD on closing the vocabulary gap and implementing a whole school approach to explicitly teaching Tier 3 vocabulary.</p> <p>(EFF Communication and language approaches- high impact)</p>		<p>systematic and meaningful way.</p> <p>Every classroom has purposeful vocabulary displayed as part of a language rich display.</p> <p>CPD to continue</p>
<p>Communication and Language development underpins early years and year 1 practice so that the vocabulary gap closes and speech and language barriers are removed.</p> <p>Speech and Language link £584</p> <p>Speech and Language therapist £3,900 (12 days)</p>	<p>A well-balanced approach to developing early Literacy skills which gives pupils' opportunities to enjoy a language rich environment in the indoor and outdoor provision. (EFF Early Literacy approaches- moderate impact)</p> <p>Speech and Language Link assessments identify barriers to Communication and Language (EFF Early years Intervention – moderate impact)</p>	1,2 & 3	<p>Complete and ongoing. Speech and language link used daily for individuals and for whole class benefit. Assessments are conducted regularly to monitor improvements.</p> <p>£584</p> <p>Speech and Language Therapist used for key children.</p> <p>£2275 (12 days so far)</p>
<p>External CPD on early number skills to improve the teacher's knowledge of early number skills which children need to build upon as they move through their Primary years and to close the gaps caused by</p>	<p>Work with the maths hub and purchase resources to embed Teaching for Mastery across all year groups. Early identification of children who</p>	1	<p>Complete</p> <p>External CPD for key children to embed mastery strategies alongside existing maths expertise.</p> <p>1st class @ Number and Mastery Maths are being used successfully in KS1.</p>

Covid19 and school closures.	may need a boost to catch up to their peers. (EFF Mastery learning Moderate impact for low cost)		
iPad purchased so that available for remote learning for those pupils who do not have digital technology at home. Digital technology enhances the teaching and learning in all year groups £15,000	(EFF toolkit Digital technology Moderate impact for moderate cost)	All	Complete. Increase in number of iPads available to children which covers the number that need a device in the case of remote learning. Digital technology is enhancing the curriculum in all year groups. £15,000
Recovery Teacher will enable greater capacity for the class teacher to deliver targeted small group or individual tuition for identified KS2 children in reading and maths. Recovery teaching assistant £17670	Small group tuition (EFF moderate impact for moderate cost) One to one tuition (EFF moderate impact for high cost)	All	Supply teacher appointed in Term 2 and 3 to target small groups and individual children to make accelerated progress. Teaching Assistant appointed term 4-6 to target small groups.

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

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation T6
Switch-on reading intervention. All class teaching assistants released for 1 hour daily to implement targeted reading intervention. £41000 (at least 1.5 hours per day on interventions)	This is an intensive 10-week intervention that is based on a one-to-one basis who have been trained in this approach. The focus is on closing the reading achievement gap for vulnerable children working below age expected.	1 & 2	Complete. All year groups from 2 up have targeted Switch On provision, where appropriate. Children are selected based on their previous experiences of reading and assessed to ensure rapid, accelerated progress.

	(EEF – Switch-on Reading intervention moderate cost and high impact)		
<p>First class @ Number maths intervention for EYFS and KS1.</p> <p>All teaching assistants released 3 x per week to implement targeted early maths support.</p> <p>First class at number and switch on release time (training and resources)</p> <p>£41000 (at least 1.5 hours per day on interventions)</p>	<p>Develops targeted children’s number and calculation ability and their mathematical understanding, communication, and reasoning skills. Entry and exit data will be tracked throughout the 10-week programme</p>	1 & 2	<p>Complete.</p> <p>1st Class @ Number ad Becoming 1st Class @ Number are used successfully by designated TA fully trained and skilled in teaching the intervention. All other TAs in KS1 are running interventions to target gaps in Early Maths.</p>
<p>Deliver targeted small group or individual tuition for identified KS2 children in reading and maths.</p>	<p>Small group tuition</p> <p>(EFF moderate impact for moderate cost)</p> <p>One to one tuition</p> <p>(EFF moderate impact for high cost)</p>	1 & 3	<p>Complete.</p> <p>Identified TAs delivering targeted group and individual work to ensure steady progress, gap filling and catch up in KS2.</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation T6
<p>Nurture support for children in class and in nurture facility to support children not accessing full-time education.</p> <p>Nurture support to provide training for all staff to improve in-class nurture strategies and intervention for social and emotional development.</p> <p>Nurture Teaching Assistants</p>	<p>Children and young people who have a good start in life are shown to have significant advantages over those who have experienced missing or distorted early attachments. They tend to do better at school, attend regularly, form more</p>	1, 4, 5 & 6	<p>Complete and ongoing.</p> <p>Full time Nurture support providing in class, playtime, lunchtime, and afternoon support for key children to enable them to access education. Full programme of therapies and nurture strategies being used to develop social and emotional skills.</p> <p>£15660</p>

<p>£15660</p>	<p>meaningful friendships and are significantly less likely to offend or experience physical or mental health problems.</p> <p><i>(Nurture UK)</i> (EFF Social and emotional learning Moderate impact for moderate cost)</p>		
<p>The PSA and Trust Safeguarding lead remove barriers that affect the hardest to reach parents and their ability to get their children to school on a regular basis. Parent Support Advisor £12720</p>	<p>With COVID home issues and Safeguarding being the most important drive in our school, the last year has seen the need to extend our safeguarding team to deal with an increase in Social Services involvement and referrals to outside agencies</p>	<p>5 & 6</p>	<p>Complete and ongoing. Parent Support Advisor has 100% success rate for referrals to CAMHS, EH, School Nurse and the EWT (Emotional Well-being Team). Regular contact with 'hard to reach' families and first port of call for new families to the school. £12720</p>
<p>Enabling environments will improve engagement and address low level behaviour that hinders learning. Children attendance will improve as the classrooms and approaches will focus on social and emotion learning, removing barriers and self-regulation. Flexible seating and enhanced outdoor learning environments £10,000</p>	<p>(Collaborative learning EFF toolkit Moderate impact for low cost)</p> <p>(EFF Metacognition and self-regulation High impact for low cost)</p>	<p>All</p>	<p>Complete and ongoing. Enabling environments have been installed. Flexible seating in all classrooms and collaboration spaces introduced. Outdoor learning environments have been updated. £5,000</p>
<p>Cultural Capital experiences are embedded in the wider curriculum through a carefully planned LTP. There is a LTP for trips and experiences to enhance the children's</p>	<p>(EFF toolkit Digital technology Moderate impact for moderate cost) EFF – outdoor adventure learning shows positive</p>		<p>Complete and ongoing. Experiences are threaded through the curriculum and ensure a rich and wide understanding of the local amenities, history, and geography of the immediate and wider community.</p>

<p>knowledge of their locality of Kent. Digital Technology is used to widen children's horizons and opportunity.</p>	<p>benefits to academic learning and self-confidence. Ofsted Research (2019) places emphasis on developing cultural capital, particularly for disadvantaged pupils to level the playing field.</p>		<p>VR headsets / Google 360 are used where children are unable to visit a location or experience.</p>
<p>The proportion of persistent absentees is in line with the LA and increased attendance of Pupil Premium pupils and pupils with SEN</p>	<p>Ofsted (2014) Pupil Premium report said the most successful schools offer support where necessary to improve attendance</p>	<p>5</p>	<p>Ongoing. Attendance figures for PP and SEN children in improving slowly after anxiety and illness due to Covid19.</p>

Part B: Review of Pupil Premium strategy outcomes in the previous academic year

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

Switch on	12 PP children have completed this intervention and made accelerated progress to age appropriate in reading. At the beginning of the year 46.3% Pupil Premium children were below in reading Yr1-Yr3. At the end of the term 4 39.8% are below. Out of the 16 pupils that are still below 10 pupils are on the SEN register. Of the 6 remaining, 6 are mid-way through the intervention and so will carry on in next academic year (COVID).
Speech and Language Link (EYFS)	In Reception, 30.2 % of Pupil Premium children were assessed with age appropriate or below in Communication and Language skills in the October baseline (on entry assessment). 100% of Pupil Premium children were assessed with age-appropriate Communication and Language skills at the end of Term 6. No data recorded for GLD by end of Reception due to Covid19 lockdown.
Whole School Nurture Training and Mental Health DFE training module	A whole school Nurture approach has brought the 6 Nurture principles in the classrooms with the wellbeing of the children at the heart of the school. The Nurture assistant has been trained in Restorative Justice and Lego Therapy. 8 children in KS2 have received this intervention and 6 of them are Pupil Premium children. Programmes were not run for complete term due to COVID.
Reading TLRs	Targeted Pupil Premium children, who do not read regularly at home, have daily 1:1 reading sessions to increase their reading mileage. These children have then been able to access the whole school reading incentive whereby a free book is given to children when they fill their reading bookmarks. High quality fiction, non-fiction, poetry and graphic novels have been purchased to ensure that children can read for enjoyment.
Parent Support Advisor	80% of children on the safeguarding log are Pupil Premium. The PSA works closely with the families who are open to agencies and also makes referrals when support is needed for vulnerable children. This support for families is instrumental in breaking down SEMH barriers and improving attendance. The proportion of persistent absentees is now in line with national (8.4%) and the proportion of pupil premium pupils (4.2%) is the same as non-pupil premium 8 (4.2%). The gap in whole

	<p>school attendance has diminished when comparing Pupil Premium children with all children in the school (this school year: 95.4% for all children and 93.7% for Pupil Premium children).</p>
<p>Nurture Teaching assistants</p>	<p>6 Pupil Premium children have benefitted from full time /part Nurture provision across the year in class. Nurture TA is highly skilled in whole school Boxalls and is able to support teachers and the SENCO in tracking progress of social and emotional development of nurture children as well as providing strategies in class</p>

Part C: School-Led Tutoring funding

Intent

Disruptions caused by the COVID-19 pandemic have resulted in significant missed education by pupils. Disadvantaged and vulnerable pupils have been particularly impacted. Tutoring is one of the most effective tools for helping pupils recover lost education. The Government has offered schools and academy trusts a new expanded tutoring offer from the start of this academic year 2021/22.

Schools and academy trusts can now access three tutoring routes as part of the National Tutoring Programme:

- Route 1: Tuition Partners
- Route 2: Academic Mentors
- Route 3: School-Led Tutoring (existing staff such as teachers or teaching assistant or another professional educator). Internal staff will undertake the free training programme, from the DFE, before delivering tutoring.

We have chosen the School-Led Tutoring route where all eligible state-funded schools and academy trusts are given a ring-fenced grant to fund locally sourced tutoring provision for disadvantaged pupils. This gives us the opportunity to provide an intervention teacher, that may be familiar, who will deliver intensive and individualised academic support to pupils in either one-to-one or small group arrangements.

This approach to tutoring has a positive impact on pupil's academic progress which is backed by the research provided by the EFF. Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress.

Research also shows that individual tuition builds pupils' confidence and provides opportunities for staff to identify areas requiring specialist support. Clear, positive and encouraging communication between tutors, staff and pupils is important. An evaluation from the EFF on Primary Tuition, found that pupils who received tuition made +3 months additional progress. It also found that tuition was particularly effective when there was good communication between the tutor and school staff and between the tutor and pupil.

Implementation

Pupils targeted for tutoring

The School-Led Tutoring will focus on providing tuition to disadvantaged and vulnerable pupils who we know have faced more barriers during school disruptions and their well-being and academic progress has been adversely affected. This will include pupils eligible for pupil premium but could also include pupils with other types of disadvantage or additional needs, including Special Educational Needs and Disabilities (SEND), children who have a social worker, previously looked-after children, young carers and other vulnerable pupils.

We will be focusing the tuition on English and Maths, given the importance of these subjects in improving wider pupil outcomes.

School Led Tutoring Summary

Delivery approach	Subject	Targeted pupil number
Intervention Teacher in Year 5	Reading Year 5 Flamingos 1.20 - 2.00 Tues/Fri 2 x weekly; 5 children - Booster group: Inference, retrieval, comprehension and summarising 10.15 - 10.45 Tues/Thurs 2 x weekly; 4 children - Focus group Year 5 Penguins 9.15 - 9.45 Mon/Wed/Fri 3 x weekly; 6 children - Focus Group in Reading lesson 1.20 - 2.00 Wed/Thurs 2 x weekly; 6 children - Inference, retrieval, comprehension and summarising	Flamingos - 5 Flamingos - 4 Penguins - 6 Penguins - 6
	Writing Year 5 Flamingos 11.00 - 12.00 Tues/Thurs 2 x weekly Focus writing group; 4 children Year 5 Penguins 9.45 - 10.45 Mon/Wed/Fri 3 x weekly; 6 children - Focus writing group	Flamingos - 4 Penguins - 6
	Maths Year 5 Flamingos 2.00 - 2.30 Tues/Fri 2 x weekly; 5 children - Arithmetic Booster. 9.15 -10.15 Tues/Thurs 2 x weekly; 3 children - Maths focus group Year 5 Penguins 2.00 - 2.30 Wed/Thurs 2 x weekly; 5 children - Arithmetic Booster 9.15 - 10.15 Tues/Thurs 2 x weekly; 6 children - Maths focus group	Flamingos - 5 Flamingos - 3 Penguins - 5 Penguins - 6
	EGPS Year 5 Flamingos 2.30 - 3.00 Tues/Fri 2 x weekly; 4 children - EGPS booster group Year 5 Penguins 2.30 - 3.00 Mon/Wed/Thurs 3 x weekly; 5 children - EGPS booster group	Flamingos - 4 Penguins - 5

	<p>Spellings</p> <p>Year 5 Flamingos 8.45 - 9.00 Mon/Wed/Fri 3 x weekly; 4 children - Spellings booster group, 1.00 - 1.20 Tues/Fri 2 x weekly; 4 children - Spellings booster</p> <p>Year 5 Penguins 8.45 - 9.00 Tues/Thurs 2 x weekly; 5 children - Spellings booster 1.00-1.20 Mon / Wed / Thurs 3 x weekly; 5 children - Spellings booster</p>	<p>Flamingos - 4</p> <p>Flamingos - 4</p> <p>Penguins - 5</p> <p>Penguins - 5</p>
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