

Pupil premium and Recovery Premium strategy statement – Lansdowne

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	416
Proportion (%) of pupil premium eligible pupils	35.3%
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Claire Jobe
Pupil premium lead	Rachel Lawson
Governor / Trustee lead	Fiona Trigwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£202,245
Recovery premium funding allocation this academic year	£20,155
Total budget for this academic year	£222,400

Part A: Pupil premium strategy plan

Statement of intent

At Lansdowne Primary school we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing, develop resilience, and improve attendance.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

Our context: IMD Rank 53 indicates the school is in the highest 20% of deprivation. 33.9% of pupils are eligible for Pupil Premium Funding in comparison to 24% national.

Achieving our objectives: In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPDL to ensure that pupils access effective quality first teaching, which prioritises high expectations and inclusive practice.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition, and digital technology to enable ALL pupils and remove barriers to learning.
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences, to ensure that children's 'cultural capital' is developed; those with 'limited life experiences' are not disadvantaged.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.
- This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals: We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers and senior leaders will together identify, through the pupil progress meetings, specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Speech, language and communication
2	Social, emotional and mental health
3	Gaps in Reading, Writing, Maths and Phonics.
4	Attendance and punctuality
5	Pupils Arrive at school unprepared for learning
6	Access to wider opportunities

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
Reading, Writing and Maths attainment.	Achieve outcomes in-line with, or above, national average by the end of KS2.
Reading, Writing and Maths progress.	Achieve national average progress score (0).
Phonics	Achieve at least national average expected outcome.
Attendance	Ensure attendance of disadvantaged pupils is at least 95%

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
Communication and Language	A well-balanced approach to developing early Literacy skills which gives pupils' opportunities to enjoy a language rich environment in	1, 2, 3

<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</p> <p>Speech and Language therapist</p> <p>HLTA focused on Speech and Language</p>	<p>the indoor and outdoor provision. (EEF Early Literacy approaches- moderate impact)</p> <p>Speech and Language Link assessments identify barriers to Communication and Language (EEF Early years Intervention – moderate impact)</p>	
<p>Implement Writing strategy and embed high expectations across all writing practice.</p>	<p>(EEF Communication and language approaches- high impact)</p>	<p>1, 2, 3</p>
<p>Embed Power Maths from Reception to Year 6 ensuring all new staff are well trained and planning is focused on the progress of all children.</p>	<p>Pupils make accelerated progress. Pupils are at least in-line with all other pupils nationally</p>	<p>1, 2, 3</p>
<p>iPads and Digital technology enhance the teaching and learning in all year groups</p>	<p>(EEF toolkit Digital technology Moderate impact for moderate cost)</p>	<p>1, 2, 3</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>First class @ Number maths intervention for EYFS and KS1.</p>	<p>Pupils make accelerated progress. Pupils are at least in-line with all other pupils nationally.</p>	<p>1, 2, 3</p>
<p>Deliver targeted small group or individual tuition for identified KS2 children in reading and maths. Booster groups.</p>	<p>Pupils make accelerated progress. Pupils are at least in-line with all other pupils nationally.</p>	<p>1, 2, 3</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture support for children in class and in nurture facility to support children not accessing full-time education. Nurture support to provide training for all staff to improve in-class nurture strategies and intervention for social and emotional development.	<i>(EFF Social and emotional learning Moderate impact for moderate cost)</i>	2, 4, 5, 6
The PSA and Safeguarding Lead remove barriers that affect the hardest to reach parents and their ability to get their children to school on a regular basis.	Increase in Social Services involvement and referrals to outside agencies.	2, 4, 5, 6
Enabling environments to improve engagement and address low level behaviour that hinders learning. Children’s attendance will improve as the classrooms and approaches continue to focus on social and emotion learning, removing barriers and self-regulation.	<i>(Collaborative learning EFF toolkit Moderate impact for low cost)</i> <i>(EFF Metacognition and self-regulation High impact for low cost)</i>	1, 2, 3, 4, 5, 6
Free/Subsidised Breakfast club School to provide uniform School to provide resources for learning	All pupils have a settled start to the school day. No pupil starts the day hungry. All pupils have the necessary equipment.	1, 2, 3, 4, 5, 6
Zones of Regulation toolkit implemented. CPDL for all staff; progressive plan in place to ensure the language and vocabulary of emotions is improved.	Social-Emotional Learning and it’s Effect on Children’s Self-Confidence and Self-Regulation Skills (2021) Using Technology to Enhance Sensory-Based Interventions (2021)	1, 2, 5

<p>Emotions Coaching framework implemented with staff, parents and children. CPDL for all staff; script in place and practice developed through continuous reflection, evaluation and improvement.</p>	<p>Developing Health Professionals Use of Emotion Coaching to support the social, emotional and mental health development of children and families (2021)</p> <p>Supporting adults to develop Emotion Coaching in schools (2018)</p>	<p>1, 2, 5</p>
--	--	----------------

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Key areas of impact

2023 Good Level of Development - National 67.3%; ALL 75.9%; PP 84.6%

2023 Phonics screening teacher assessment – National 78.9%; ALL 75.0%; PP 65.0%

2023 KS1 Reading teacher assessment – National 68.3%; ALL 73.3%; PP 60.0%

2023 KS1 Writing teacher assessment – National 60.1%; ALL 70.0%; PP 60.0

2023 KS1 Maths teacher assessment – National 70.4%; ALL 83.3%; PP 70.0%

2023 KS2 Reading – National 73.3%; ALL 83.3%; PP 72.7%

2023 KS2 Writing – National 71.0%; ALL 86.7%; PP 77.3%

2023 KS2 GPS – National 72.0%; ALL 83.3%; PP 77.3%

2023 KS2 Maths – National 73.0%; ALL 86.7%; PP 81.8%

2023 R/W/M – National 59%; ALL 81.7%; PP 72.7%

Reading Progress Score (0); ALL 2.8; PP 2.1

Writing Progress Score (0); ALL 3.5; PP 4.0

Maths Progress Score (0); ALL 2.7; PP 1.0

Established and trained ELSA Nurture Assistant to support most vulnerable pupils with SEMH; Established and trained Parent Support Advisor to support most vulnerable families; KS1 outcomes improving and inline or above national. KS2 results improving and above national in all areas. PP pupils outperforming ALL at the end of EYFS for GLD, and in Writing progress. Targeted interventions for most vulnerable pupils, including those with SEMH needs and SEND.