

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	Lawns Park Primary School
Number of pupils in school	238
Proportion (%) of pupil premium eligible pupils	70 30%
Academic year/years that our current pupil premium strategy plan covers	2022/23
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Rebecca Ford
Pupil premium lead	Jenny Pashley
Governor / Trustee lead	Donna Kellett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,810
Recovery premium funding allocation this academic year	£7,032
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	£106,842

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We promote equality of opportunity.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

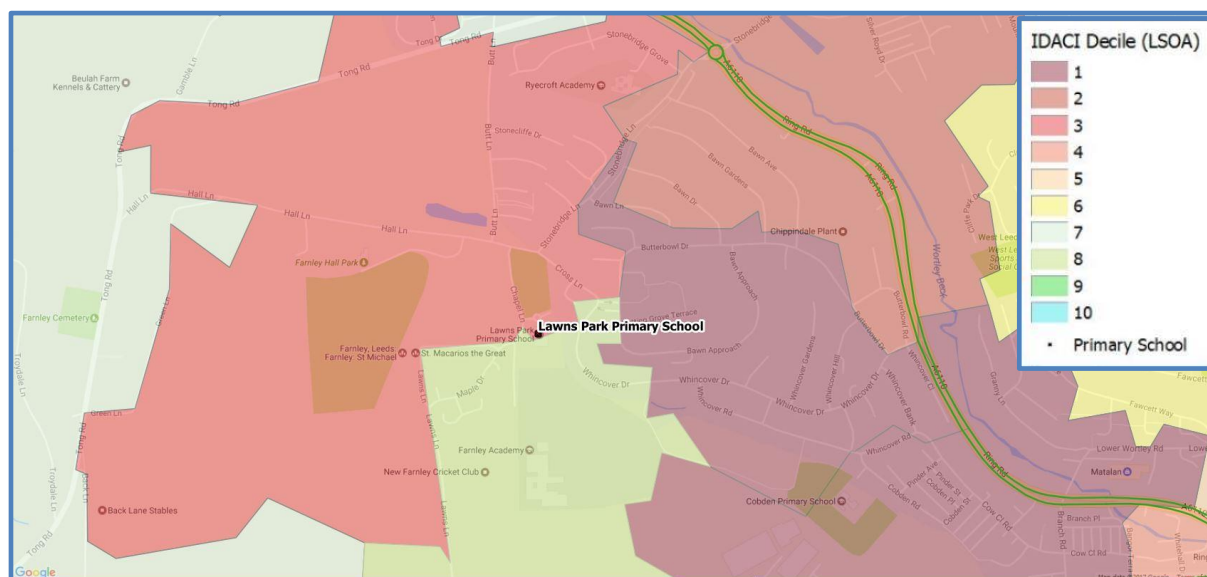
Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time

Demography and School Context

Lawns Park Primary is a one form entry community school, located in Farnley, on the south-western outskirts of Leeds. We are full and oversubscribed. We have seen an increase of 10% in the numbers of pupils eligible for FSM in the last academic year. In every class across school at least a third of each class are eligible for pupil premium funding. The number of pupils with SEND, BME, EAL and new to the country has also increased this academic year. Currently 70 pupils are disadvantaged (PP), 30% of the school population. This is above the National average of 26.6% of a school population. Of pupils who are Disadvantaged 26% of them also have SEND.

Lawns Park Primary is a one form entry community school, located in Farnley, on the south-western outskirts of Leeds.

The map below displays the “Lower Super Output Areas” (LSOAs) which surround the school and they are colour coded according to which national decile they belong: decile 1 being the most deprived and decile 10 being the least deprived. The map shows that there are semi-rural areas with low levels of deprivation very near to the school, but that the nearby estate to the east of the school has very high levels of deprivation.



The LSOA in which the school is located is ranked 4,092nd out of 32,844 in terms of deprivation, meaning that only 12% of areas in England have higher deprivation. Most of the specific measures indicate high levels of deprivation.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

Achieving These Objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- Implement a reading recovery program across school with the allocation of a reading recovery TA, reading buddy and reading volunteer in each class
- 1-1 support
- Bespoke SEMH/SEND inclusive provision
- Whole school SEMH provision
- Use of the Third Space
- 1-1 tuition

- A range of boosters and interventions across school including before and after school
- NCETM Maths Mastery implementation
- Whole school approach to move the vast majority of pupils in each year group to at least ARE
- Transition from primary to secondary and transition internally and into EYFS.
- Consistent approach to Teaching and Learning across school
- Pupils will not be excluded from participation down to cost.
- Support the funding of specialist learning software.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote Lawns Park values and thus enhance learning.
- Pupil Premium lead on SLT
- Opportunity to engage in first hand experiences
- Access to technology/resources at home.
- Strengthening further engagement with target families.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Weak Language and Communication skills
2	Impact of COVID on achievement, for those pupils early in education.
3	Complex SEMH/SEND needs
4	Persistent attendance, attendance and punctuality issues.
5	Chaotic family lives and difficulties with managing behaviours in the home.

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
Achievement in Reading	Achieve above national average progress scores in KS2 Reading (0)

	KeyStage 2 to match or exceed National attainment for disadvantaged pupils
Achievement in Writing	Continue to achieve above national average progress scores in KS2 Writing (0) KeyStage 2 to match or exceed National attainment for disadvantaged pupils
Achievement in Mathematics	Continue to achieve above national average progress scores in KS2 Maths (0) KeyStage 2 to match or exceed National attainment for disadvantaged pupils Disadvantaged pupils pass the Multiplication screening matches non disadvantaged in School
Phonics	Achieve above national average expected standard in PSC
EYFS GLD	Achieve GLD in line with National Disadvantaged pupils

Other	Ensure attendance of disadvantaged pupils is above 95%
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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: £41,854

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staff CPD (£5000)</i>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET.</p> <p>Release time to implement Mastery in Maths training and preparation. We are part of the WY Maths Hub. Currently the school is working towards ARTS mark to enhance pupils experience and understanding of the Arts and the History Charter Mark</p> <p>Release time to train all staff in Little Wandle phonics program. This includes SEND/Catch up and Keep up provision.</p> <p>Word aware pedagogy is being embedded in our curriculum this year.</p> <p>High quality ECT CPD from experienced practitioners</p>	1,2,3,4,5
<i>Extra day SENCO time</i> <i>£8,450</i>	57% of the pupils who have SEND are also PP. There is an increase in the number of children with complex needs in school. Due to a backlog due to COVID many have not been seen by professionals. There is a backlog of referrals to complete.	1,2,3
<i>NHS SALT assessments</i> <i>£3,491.25</i>	On entry to Nursery, many children present with speech sound difficulties. In September 41% of new starters in Foundation One were referred to the speech Therapist for assessment, all of them were disadvantaged. Identification of need was identified at prior home visits	1,2
<i>HLTA in Y1 with phonic specialism -£24,913</i>	On entry to Reception, most children have low Language and communication skills. This may be due to a poor socio-economic and disadvantaged upbringing, children are unlikely to have	1,2,3

	<p>the breadth of vocabulary, knowledge and skills required that 'typical' Reception children have. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently.</p> <p>Lack of early education due to lockdowns has further impacted on the skills pupils have. Especially in Y2 and Y4</p>	
<p>NPQ</p> <p><i>Release time</i></p>	Five members of teaching staff will be studying an NPQ this academic year to enhance their leadership skills and improve pupil outcomes.	1,2,3,4,5

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

Budgeted cost: £62,858

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Third space Maths</i></p> <p>£9,506</p>	<p>Attainment is variable in Maths across school with attainment lower in some cohorts in comparison to others.</p> <p>Targeted one to one tuition in Maths is targeted at Y5 and Y4. The focus is upon effective and consistent arithmetic methods and understanding and using accurate mathematical language.</p> <p>Working 1-1 with a tutor promotes both of those skills as communication is essential</p>	1,2,3
<p><i>Little Wandle reading SEND/PP provision</i></p> <p><i>HLTA x3 days</i></p> <p>£ 14,947</p>	<p>Pupils in Y1 and Y2 who are Disadvantaged and have SEND need intensive support in phonics to decode and read words.</p> <p>Daily intensive intervention is needed.</p>	1,2,3
<p><i>LPPS targeted reading recovery programme.</i></p> <p><i>Designated adult to implement a quality read daily for those pupils that need to develop all aspects of reading. This year implementing Little Wandle Keep up.</i></p>	<p>Attainment and progress gaps in reading for Disadvantaged pupils has improved this year, but are still not in line with National gaps in our cohorts.</p> <p>Disadvantaged pupils will read at least 3 times a week 1-1 in school.</p>	1,2,3,4,5

<p><i>Implement our consistent reading approach in QFT.</i></p> <p><i>Reading buddy and a reading volunteer in class to practice fluency and a regular 1-1 read.</i></p> <p><i>X2 TA's £24,000</i></p>	<p>Large majority of pupils read at least three times a week at home. Our programme ensures that all Disadvantaged pupils have a quality read at least three times a week 1-1 with an adult.</p> <p>Lack of texts in the home. All pupils have a home reading book and library book at all times.</p>	
<p><i>Before and afterschool intervention</i></p> <p><i>Pre learning</i></p> <p><i>1-1 tuition</i></p> <p><i>SDI in and after the lesson.</i></p> <p><i>£4,752</i></p>	<p>Every term, we have focused pupil progress meetings and evaluate the achievement and provision in place for pupils.</p> <p>Intervention for pupils is then allocated so pupils can continue and exceed their learning trajectories. In all cohorts, the number of pupil premium children working at GD are lower and disproportionate to Non disadvantaged pupils. Attainment in all cohorts is not in line with National NDIS. The gaps to National are largest in Writing.</p> <p>There is a TA in every class so that daily SDI in line with our marking and feedback policy can occur.</p>	1,2
<p><i>40% of salary £9404 qualified extra teacher.</i></p>	<p>Our current Y4 cohort has 33% of pupils working well below expectation 2 + years below expectation. They also lack independence. This group missed a significant amount of KS1 due to COVID and do not have sticky knowledge or a depth of understanding of key concepts.</p>	1,2
<p><i>Spelling Shed in QFT and for weekly spellings/homework</i></p> <p><i>Whole staff grammar training.</i></p> <p><i>£249 grammar resources</i></p> <p><i>Consistent and regular teaching of grammar</i></p>	<p>Of all subjects writing is the subject that disadvantaged pupils attain the lowest in. SPAG is the common barrier to achievement. We need to improve our knowledge as professionals and pupil knowledge and work on test technique</p>	1,2

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

Budgeted cost: £10,277

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Allocated teaching assistant (£9277) will work with vulnerable pupils in a specific cohort to ensure pupils with SEMH needs can access learning 3 days</i>	Highly skilled teaching assistant who can implement individual bespoke strategies to promote inclusion in classroom learning. For target pupils who have SEMH needs and are PP. Training for our school EP last year showed to have significant impact on the inclusion of learners.	3,4,5
<i>To promote early intervention the Inclusion team have made themselves more accessible to families to strengthen relationships We also aim to strengthen engagement with the school and increase more representation from Disadvantaged parents at school events/school life.</i>	<p>It is essential that we have strong relationships with families and understand the barriers to achievement that may be present within households. The Inclusion team make themselves available and open to give advice/support. More parents approach and talk to us and also ask for support/guidance.</p> <p>The team have work mobiles, work the playground now and a new inclusion room that is more accessible for parents as a drop in and to meet.</p> <p>More Disadvantaged pupils attend after school clubs/boosters.</p> <p>We also have an increase in parents employed by us.</p>	,3,4,5
Additional EP time through the cluster	We have an increase in pupils with emotional regulation difficulties, specially in one cohort. We have bought in additional EP time for targeted 1-1 support and staff training around emotional coaching.	
Cluster services	<p>The Cluster services allows us access to support with regard to Attendance services, Mental Health, Punctuality. We have seen an increase in need to refer to the cluster for family support and counselling.</p> <p>Attendance and Punctuality issues. Persistent absence and attendance for PP is below National expectations. There needs to be case work and cluster support for target families.</p>	<p>3,4,5</p> <p>3,4,5</p>

<p><i>MINDMATE</i> <i>Parent CBT sessions</i> <i>Silver Cloud</i> <i>Triple P parenting.</i> <i>Parent groups in school</i> <i>Cygnnet training.</i></p>	<p>Significant increase in the number of parents coming to us with the problems they are having managing behaviour in the home. There is an increase in demand for support.</p>	<p>5</p>
<p><i>Laptop loan programme</i> <i>Free WIFI</i></p>	<p>Not all pupils have exclusive access to technology to read e books or to practice TT Rockstars</p>	<p>1,2,3,4,5</p>
<p><i>Help with financial hardship</i> <p>£1000</p></p>	<p>Some families face financial hardship. We have and can see that we will need to continue to buy food/uniform for families in an emergency.</p> <p>We will also fund residential fees/trip fees when necessary. We will also support transport to and from school in emergency situations.</p> <p>Pupils do not always have everything they need to learn. We will supply resources to enable that not to be the case.</p>	<p>5.</p>

Total budgeted cost: £ 114,989

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 disadvantaged pupil premium pupils in the 2021 to 2022 academic year.

1. Achieve above national average progress scores in KS2 Reading, Writing, Maths (0)

Measure	Score
Reading	-3.8%
Writing	+1.3%
Maths	+3.4%

2. Reduce attainment gaps for end of KeyStages to match or exceed National attainment gaps.KS2

Measure	Score (Gap to National NDIS)	
Reading	-22.3%	GD – 32%
Writing	-3.8%	GD -32%
Maths	+22.4%	GD +14.3%
RWM	-8.1%	GD – 32%

- Our gap in reading has decreased by 10% since 2019.
- LPPS Disadvantage pupils scored significantly better than National Dis pupils in reading, writing and Maths

KS1

Measure	Score (Gap to National (NDIS)	
Reading	-21.7%	GD- 20.9%
Writing	-37.7%	GD -9.4%
Maths	-35.1%	GD -17.6%
RWM	-45.9%	GD -7%

- The gap between LPPS Dis and National Disadvantage pupils was significantly smaller than the comparison to national NDIS pupils in all subjects but especially so in Reading

3. At the end of Foundation Stage attainment gaps match or exceed National attainment gaps for Disadvantage pupils

LPPS DIS GLD	Gap to National DIS GLD	Gap to National NDIS	Gap to School NDIS
20%	-29.5%	-48.1%	-53.7%

All Disadvantaged pupils in Y4 passed the Multiplication screening test in 2021.

4. Achieve above national average expected standard in PSC

National NDIS	LPPS DIS	Gap to National Dis	Gap to Nat NDIS	Gap to school NDIS
79.1%	63.6%	+1.1%	-15.5%	-19.7%

5. Ensure attendance of disadvantaged pupils is above 96% and pupils are in school on time ready to learn.

LPPS attendance Disadvantaged	NDIS attendance Nationally
6.2% (93.8%)	5.2% (94.85)
LPPS Persistent Absence Disadvantaged	NDIS Persistent Absence Nationally
28.4%	17.2%

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
Spelling Shed	Education Shed Ltd
X Tables Rockstars	TT Rockstars
Word Aware	Routledge
Silver Cloud Emotional Coaching	Cluster

Speech and Language Therapists	NHS
Purple Mash	2 Simple
Data analysis / demographic analysis / Assessment	Ian Stokes Education Limited
NELI (Nuffield Early Language Intervention)	Nuffield Health
Triple P Parenting programme	Triple P international
Zones of Regulation	