

Pupil premium strategy statement 2021/22

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	226
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers	2021/22
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022.
Statement authorised by	Jenny Pashley/Rebecca Ford
Pupil premium lead	Jenny Pashley
Governor / Trustee lead	Donna Kellett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,425
Recovery premium funding allocation this academic year	£8845
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£97,270

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, the provision in place, 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 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 means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

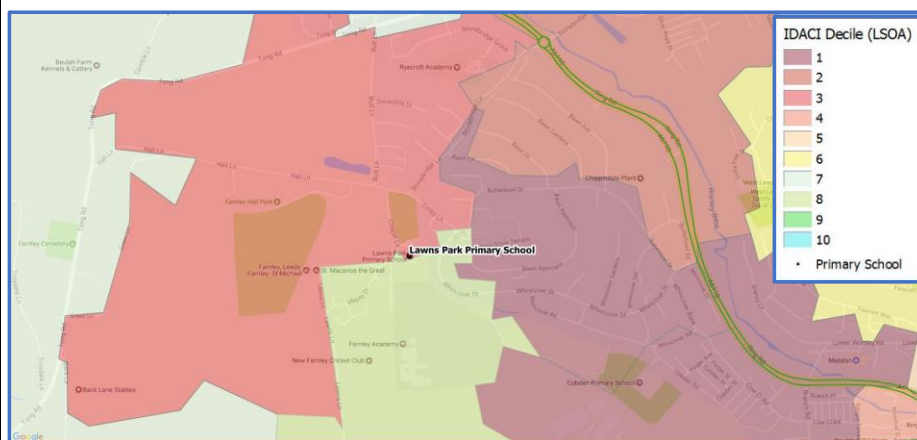
Demography and School Context

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.

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.



Based on IMD (Index of Multiple Deprivation) (<https://www.gov.uk/government/statistics/english-indices-of-deprivation-2015>)

Provided by Ian Stoakes Education Ltd.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also, within internal school data.
- Increase the number of disadvantaged pupils working at a greater depth.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation or above 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:

- Allocation of a pupil premium lead in school with designated time to promote achievement.
- A reading recovery teaching assistant allocated to each class to promote reading fluency and embed strong phonic knowledge/skills through regular 1-1 reading.
- Reading buddies allocated to each class to hear pupils read, who do not read at home.
- 1-1 support for complex needs
- Use of 1-1 tutors
- Universal high quality first teaching
- Targeted wave two and wave three learning interventions to enable children who have FSM to accelerate progress.
- Before and afterschool boosters to accelerate progress.
- Early speech intervention by NHS SALT
- Same Day Intervention model within Quality First Teaching.
- Promotion of metacognitive skills and enabling environments to create independent learners.
- Initiatives to reduce food deprivation
- If needed, pay for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Nurture support during lunchtimes to monitor emotional wellbeing and promote resilience and emotional regulation skills.
- Behaviour support at lunchtimes, through the employment of more lunchtime staff so we can allocate a consistent adult/s to each class to promote the Lawns Park behaviour policy/values and thus promote positive learning behaviours.
- Targeted Support in class for pupils with SEMH needs who are also eligible for FSM.
- Targeted nurture and emotional coaching through our gardening project.
- Early intervention with families in the moment through strengthened relationships, enhanced methods of communication and accessibility of staff.
- Staff CPD.
- After school experiences to increase cultural capital
- NELI and early identification and intervention from F1.

All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.

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	Large Attainment gaps in R,W,M, especially in KS1 and Y3 due to COVID.
3	More frequent SEMH difficulties.
4	Attendance and Lateness
5	Chaotic family lives and Social Care involvement

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) Reduce attainment gaps for end of KeyStages to match or exceed National attainment gaps.
Achievement in Writing	Achieve above national average progress scores in KS2 Writing (0) KeyStages to match or exceed National attainment gaps.
Achievement in Mathematics	Achieve above national average progress scores in KS2 Maths (0) KeyStages to match or exceed National attainment gaps. Match National in Multiplication test Y4
GLD Foundation Stage	At the end of Foundation Stage attainment gaps match or exceed National attainment gaps.
Phonics	Achieve above national average expected standard in PSC
Other	Ensure attendance of disadvantaged pupils is above 96% and pupils are in school on time ready to learn.

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: £34,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Additional SALT hours to assess new starters in Foundation Stage One on arrival and create individual learning plans</i> £5,700</p> <p><i>Additional adult to implement 1-1 SALT intervention in Foundation Stage</i> £11900</p>	<p>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.</p> <p>Pupils have individual support plans that need periods of 1-1 with an adult. Current targets also need to be supported during independent play by an adult to embed these skills.</p>	1,2
<p><i>Speech and Language intervention NElli. X2 staff CPD and intervention delivery in F2 and Y1 twice a week</i> £ 8,640</p>	<p>On entry to Reception, many pupils have difficulties with expressive language. Specifically limited spoken vocabulary. Baseline data suggests that 65% of disadvantaged pupils are working below expected levels in the area of expressive language. This may be due to and poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required that 'typical' Reception children have. In KS1 and KS2, children are then unlikely to use talk to connect ideas and explain what is happening coherently. We also have a whole school priority to promote subject specific language in all curriculum subjects.</p>	1,2

Staff CPD (£8000)	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We are part of the the West Yorkshire Maths hub and the EFF Research project called Jigsaw, around Early Years Maths. We are also working towards ArtsMark which brings with it a package of CPD to strengthen staff skills in delivering the Arts. To support our drive to build pupils subject specific language we have all school "word aware" training booked for this academic year. A CPD focus missed for the last two years due to COVID.</p> <p>To enable staff to lead their subjects effectively, they are released from class to manage and monitor the impact of their subject delivery, coach colleagues, attend training and work with partners from other settings.</p>	1,2,3,4,5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £33,962

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>LPPS targeted reading recovery programme. Designated adult to implement a quality read daily for those pupils that need to develop reading fluency.</i></p> <p>£14,490</p>	<p>The 'headline' attainment measure at KS1 (percentage of children achieving at least the expected standard in Reading, Writing & Maths) could indicate that COVID-related disruption has had a considerable impact on outcomes, especially in 2021 in our Foundation Stage and KS1 classes. 0% of disadvantaged pupils achieved the combined standard this year, compared to 44% of the school's Disadvantaged KS1 cohort in 2019, and 65% of disadvantaged pupils nationally in 2019.</p> <p>Reading and writing fell across school but most significantly in FS and KS1 classes from attainment levels in 2019.</p> <p>The identification and allocation of a specific adult with reading as their dedicated task to each class, to hear children read daily was established in 2019 and we have seen impact in reading fluency even with COVID breaks. We aim to see more impact this year with continuous attendance.</p>	1,2,
<p><i>Paid reading buddies x1 per class (£5,796) to read 2 times a week with children who do not get the</i></p>	<p>We introduced the three read, expectation in 2019 as a large number, of children were not practising their taught reading skills at home and reading fluency was not optimal. At first, we were only getting 30% – 40 % of pupils reading at home at least three times a week. Now in every cohort 90 – 100% of children read at least three times a week additional to the universal offer. We need to maintain this over the coming year.</p>	

<p><i>opportunity at home.</i></p> <p><i>Reading volunteers who read with children once a week with children who do not the opportunity to read at home or need additional practice.</i></p>	<p>Regular reading improves fluency. We have identified that a barrier to achievement in Reading is that pupils have to spend too long decoding words and thus are not comprehending what they are reading. They also are reading at a slow pace, thus not completing tasks in the set time.</p>	
<p><i>Times Table Rockstars (£176) – the schools</i></p>	<p>Maths has seen the largest fall in the proportion of children achieving the expected standard; dropping by 22%pts since 2019 in KS1.</p> <p><i>Success at the Y4 Multiplication test with 24 out of 27 got 22/25. With 17 getting full marks. We want this to continue.</i></p>	
<p><i>Third Space Maths for three groups in school. £13,500</i></p>	<p>Attainment is variable in Maths across school with attainment lower in some cohorts in comparison to others. Targeted one to one tuition in Maths is targeted at Y5 and Y3, Y4. The focus is upon effective and consistent arithmetic methods and understanding and using accurate mathematical language. Working 1-1 with a tutor promotes both of those skills as communication is essential</p>	
<p><i>Spelling shed used for whole class and in before school boosters and interventions.</i></p>	<p>Attainment in Writing is lower than in the other subjects and is the main limiting factor in pupils achieving the combined standard. SPAG has been identified as the limiting factor in achievement in Writing. We have invested in Spelling Shed as a programme of study to follow in our intervention sessions and QFT</p>	

<p><i>Small group Boosters and interventions identified through pupil progress meetings. During, before and after school</i></p>	<p>We have found that some pupils are better prepared for quality first teaching if they first recap on prior learning and vocab on the same topic. We call this a pre-learning intervention. We have refreshed their knowledge of the vocabulary and the calculation methods they will need. The impact of this has been observed in improved participation, engagement and impact in lessons.</p> <p>Structured packaged interventions such as Cracking the Comprehension Code, Rapid Readers and Alpha to Omega, Jelly and Bean are off the shelf effective interventions that we have found to have impact on pupil progress and we will continue to use these.</p> <p>Basic skills boosters in Maths and spelling are an opportunity for pupils to have additional practice and embed their skills and knowledge. It is opportunity for disadvantaged pupils who may not have the opportunity at home to practice.</p> <p>No disadvantaged pupils were working at a greater depth in FS or KS1 in 2021 and no pupils gained RWM at KS2. Pupils with either previous GD trajectories or identified with potential are in targeted booster groups and targeted in QFT teaching. In Maths all pupils but especially the more able are encouraged to use a jotter and articulate accurate language to explain their arithmetic skills. In writing pupils are expected to move away from the suggested model and be more independent in their ideas. In Reading pupils are expected to use sentence stems to retrieve information and explain their answer. There is also a more prescriptive approach to sequence in learning in each class.</p> <p>As a whole school we use an SDI model within the school day. We have an assembly within the Maths lesson to assess progress and implement SDI. We also have a coloured ticket system as part of our marking and feedback policy. Pupils respond to the allocated ticket independently with a portion of each day dedicated to allow pupils to respond thus embedding the pupils understanding of the day's learning or to provide challenge. We have observed that this helps pupils to build their metacognitive skills, be more independent and own their own learning trajectories. We need to continue to do this.</p> <p>Pupil progress meetings are when additional interventions are mapped to need. The pupil premium lead sits in on the meetings having analysed achievement of this group. After significant closing of gaps at end of KeyStage in 2019 over the last two years pupils are rusty in their basic skills and understanding of language and need boosters/interventions to get back onto their learning trajectories.</p>	<p>1,2,3</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £30,547

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</i>	Highly skilled teaching assistant who can implement individual bespoke strategies to promote inclusion in classroom learning. Training for our school EP last year showed to have significant impact on the inclusion of learners.	3,4,5
<i>Lunchtime Support (£5700) to provide high quality games and activities to engage pupils . X3 bodies</i>	In COVID to maintain a bubble system we allocated one member of staff to each class throughout the lunch period. This strengthened relationships, routines and the quality of play during this period. We have kept recruited members of staff on to continue this model and extended our lunch period to create more space on the playground.	
<i>To promote early intervention the Inclusion team have made themselves more accessible to families to strengthen relationships</i>	It is essential that we have strong relationships with families and understand the barriers to achievement that may be present within households. We have seen an increase in social care involvement and therefore we need to work with the families to reduce escalation by promoting engagement with us. The team have work mobiles now and a new inclusion room that is more accessible for parents as a drop in and to meet.	
<i>Additional EP time through the cluster £5450</i>	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.	
<i>Cluster services</i>	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 counselling due to COVID.	

<i>Data Analysis (incl Att and Behaviour)</i> (£6295)	<p>Attendance and Punctuality issues. Attendance figures are currently good for Pupil Premium pupils and we would like to maintain this. We have more pupils who are persistently absent that are PP than Non. We aim to reduce the persistent absence rate for PP pupils. We have developed a new system to collate data for PP attendance, PP lates and persistent PP throughout the year so that it is monitor and take action.</p> <p>We use an external company to aid us to anaylse our data, making comparisons to local and national thresholds and developments. This creates more time to focus on the actions that need to be in place and will continue. We also buy into FFT and Perspective Lite which is invaluable for target setting and benchmarking and puts focus upon the outcomes of specific groups.</p>	
<i>Food provision</i>	There is evidence of food deprivation at Lawns Park and this has increased through lockdown with families letting us know they need food. Research shows hungry children do not perform as well and starting the day with food impacts on engagement in class. We will continue to fund breakfast club places for five pupils, weekly junk food delivery and Greggs, making weekly hampers for those most in need.	3,4,5
<i>Breakfast club</i> (£900)		
<i>Residential and Trip Costs (£600)</i>	Over many of our pupils only time away from home is on school residential or a school trip. We fund five places on the residential each year. When classes go on trips to engage in experiential learning we fund places for a pupils own wellbeing and so that they experience different settings before writing about it.	1,2,3,4,5
<i>Music – Ukuleles</i> (£2325)	Every child has the right to learn to play an instrument	

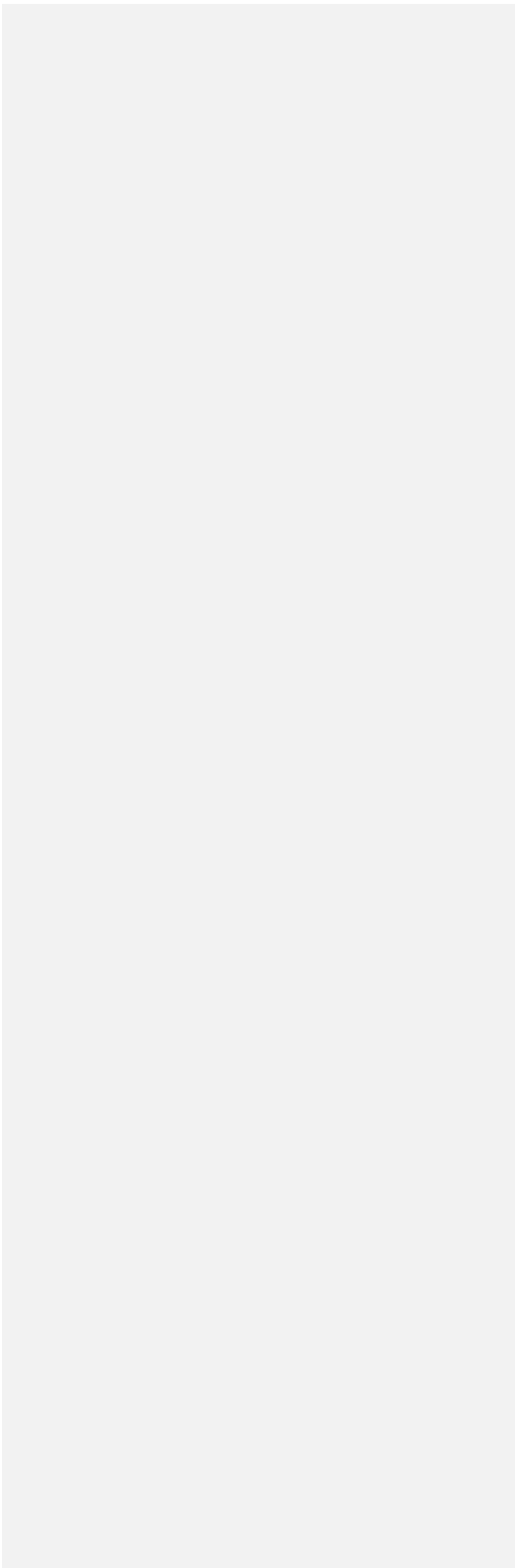
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Total budgeted cost: £ 98,749

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.



Disadvantaged pupil progress scores for last academic year (Internal Data submitted to Local Authority)

Measure	Score
Reading	3
Writing	2.5
Maths	0.4

Disadvantaged attainment scores for last academic year.

Measure	Score
Meeting expected standard at KS2 RWM	63%
Reading	55%
Writing	64%
Maths	64%
Achieving high standard at KS2 RWM	0%
Reading	17%
Writing	3%
Maths	3%

37% of the year group were identified as Disadvantaged. The attainment gaps between this group of PP and the rest of the NPP cohort were 20%% in Reading and 30% in Maths and Writing. Moreover, the attainment of the Disadvantaged group in comparison with National non disadvantage the gap was slightly above the National gap in Reading(4%) and above the National gap in Maths and Writing. (10%)The combined score is significantly better than the score in 2019.

Measure	Score
Meeting expected standard at KS1 RWM	0%
Reading	27%
Writing	

Maths	32% 45%
Achieving high standard at KS1 RWM	0%
Reading	0%
Writing	0%
Maths	0%
Measure	Score
Meeting expected standard at end of FS	20 % GLD
Reading	20%
Writing	20%
Maths	50%

Within the KS1 cohort 37% are disadvantaged, with three pupils also with complex needs that cannot access the KS1 curriculum. The attainment is a drop in comparison to 2019 and related to two years of irregular attendance.

This F2 cohort have significantly lower outcomes than 2019 data. 30% of the cohort are disadvantaged. The reasoning behind the low attainment is the irregular attendance over the last two years. We are seeing the impact of this in Y1 this term as the children are less ready for Y1, in terms of learning behaviours than we would expect.

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

Further information

Summary of the Success of PP

Our progress figures over the years demonstrate the progress that has been achieved over the last four years, which has been continued over the last two years despite the challenges of the COVID-19 pandemic. This table summarises our progress figures for the last three years. The percentage of disadvantaged pupils in each cohort differs but is never less than 30%. These whole school progress scores show that over time the progress our pupils make has improved and thus the money has been well allocated for impact. Our challenge now is to promote that progress for learners in Foundation Stage, KeyStage One and Y3 due to the dip in achievement as a consequence of school closure.

KS1 to KS2 Progress Lawns Park Primary School.

	PROGRESS				
	2021	2020	2019	2018	2017
Reading	+2.8	(+0.10) +1.38	-2.7	-2.7	-3.5
Writing	+2.7	(+0.11) +2.99	+0.67	+2.1	-4.1
Maths	+2.1	(+0.10) +1.78	-0.32	+1.5	-3.8