

Linacre Primary School

Pupil Premium Strategy Statement 2021-2022

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	Linacre Primary School
Number of pupils in school	160
Proportion (%) of pupil premium eligible pupils	60%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	April and July 2022
Statement authorised by	Elizabeth Gunnion Headteacher
Pupil premium lead	Elizabeth Gunnion Leigh Abram SENDCo
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,220
Recovery premium funding allocation this academic year	£5,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2,638
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	£118,658

Part A: Pupil premium strategy plan

Statement of intent

Ultimate Objectives:

- To continually strive to narrow the attainment gap between disadvantaged pupils and their peers so that all children.
- Raise the attainment of disadvantaged children.
- All pupils consistently receive and access high quality teaching.
- School is committed to continually developing and improving teaching through on going professional development.
- Targeted academic support for those not making expected progress or underachieving.
- Challenges that impact upon learning and pupil outcomes (academic and non-academic) are identified early, addressed by inclusive teaching and effective and consistent strong classroom practice.
- Tackling non-academic barriers to success (attendance, behaviour, mental health and well being, hunger, cultural capital) to ensure they do not impact on academic success, opportunities and life chances.

How does our current plan work towards achieving these objectives?

- Good teaching is pivotal in improving and sustaining outcomes for disadvantaged (and all) pupils as recognised by The Education Endowment Foundation.
- The Sutton Trust and Education Endowment Foundation (June 2019) and the EEF Toolkit play a key role in our spending plans for Pupil Premium. Collaboration and coaching are key principals of our approach. All children benefit and achieve from high quality teaching.

Linacre Primary continues to adopt a tiered approach to Pupil Premium Spending with a focus on the following...

1. Teaching – a focus on professional development for all ensuring the opportunity for highly skilled teachers to further develop their practice but to also support and coach early career teachers.

2. Targeted academic support – close links between intervention support and classroom teaching.

3. Wider strategies – those linked to the most significant non-academic barriers to success in school including attendance, behaviour and social and emotional support.

Key principles of our strategy

- Effective spending of the Pupil Premium grant can make a real difference to all pupils including vulnerable learners.
- High quality teaching is central to our approach.
- Staff understand the focus on improving outcomes for disadvantaged pupils and are keen to remove the barriers to success.
- All staff and governors are aware of the strategy and of their roles and responsibilities within the plan.
- The aims of the plan are in line with school improvement planning and school evaluation.
- A commitment to consistently providing high quality teaching to all pupils and across the school as well as a high quality and ambitious curriculum that all pupils can access.
- High quality CPD, support and peer coaching is in place to ensure teaching continues to develop and improve.
- Clear and robust monitoring in place.
- NFER teacher assessments are used to track pupil progress and attainment and to identify the next steps of learning and support.

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 Low level of language / deficit vocabulary upon entry (exacerbated by impact of Covid 19) <ul style="list-style-type: none">● Identified by day-to-day classroom discussion and observations, baseline data, Wellcomm assessments
2	Gaps in phonics and reading (exacerbated by impact of Covid 19) Phonics

	<ul style="list-style-type: none"> ● To improve % of Phonics Screening Check for all pupils, including disadvantaged pupils. ● Entry points to Nursery and Reception show % children able to orally blend is low for all pupils. ● Read Write Inc half termly assessments, half termly support from RWI Consultant and English Hub phonics lead track pupil performance and identify ways to improve practice, identify gaps and phonic interventions needed by disadvantaged (and all) pupils to ensure they are on track to be working at the expected standard. <p>Reading</p> <ul style="list-style-type: none"> ● To improve % of disadvantage (and all) pupils working at the expected standard and above. ● Baseline data to Nursery and Reception shows all children working below age related expectations. ● NFER data and assessment analysis followed by pupil progress meetings target those disadvantaged (and all) children underperforming, identify the gaps and plan additional support including in class support. ● Review of the reading curriculum to ensure reading skills are being explicitly taught so children have the fluency as well as being able to read for meaning.
3	<p>Curriculum</p> <p>School identified vocabulary across all areas of the curriculum as being weak. Having a deficit vocabulary was limiting pupils understanding in areas of the curriculum and restricting their knowledge by not fully understanding the vocabulary. This left many children with misunderstandings and misconceptions.</p> <p>As part of a curriculum review school has introduced a new and ambitious curriculum which is knowledge rich and which has key vocabulary and concepts woven into it.</p> <ul style="list-style-type: none"> ● History and geography units of work focus on crucial learning, knowledge, skills and essential vocabulary. ● Learning is regularly reviewed with retrieval being a key element of each lesson. Prior learning forms an essential part of the lesson and children are encouraged to see links and make links to their learning.
4	<p>Attendance and punctuality</p> <p>School continues to address attendance and punctuality but it still presents as a challenge across the school, especially with disadvantaged pupils.</p> <ul style="list-style-type: none"> ● Attendance levels for disadvantaged children are lower than that of all pupils. ● Higher proportion of disadvantaged children are persistent absentees (90% or below) ● Assessments and observations indicate that absenteeism and lateness negatively impact on pupil performance and progress.
5	<p>Social, emotional and mental wellbeing (exacerbated by Covid 19)</p> <ul style="list-style-type: none"> ● Impact of national lockdowns resulted in reduced social interactions with family and friends, restricted enrichments. This has affected all children, especially younger pupils and disadvantaged pupils. ● Observations, talking to pupils, discussions with families show an increase in pupils with social and emotional needs particularly anxiety

and self-regulation. These challenges have affected attainment, attendance and behaviour.

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
Improved language and communication.	Observations and Wellcomm assessments indicate significantly improved language and communication. This is evident through talking to pupils, engagement in learning, pupil progress meetings and on going formative assessments.
Improved phonic knowledge and skills	<p>Pupils confidently and independently using and applying their phonic knowledge during phonics lessons but also when reading across the curriculum.</p> <p>Learning walks, RWI half termly assessments, teacher assessment, NFER assessments, progress meetings, small group/1:1 phonics/reading interventions demonstrate accelerated progress for disadvantaged pupils.</p> <p>Increase in % disadvantaged pupils passing PSC.</p> <p>Increase % disadvantaged pupils reading at the expected level and above.</p>
Improved reading attainment among disadvantaged pupils	<p>Increase % disadvantaged pupils reading at the expected level and above.</p> <p>Reduce the gap between all pupils and disadvantaged pupils.</p> <p>NFER assessments and curves indicate increase in the numbers of disadvantaged pupils working at the expected standard or above as well as reducing the attainment gap.</p> <p>Learning walks, teacher assessment, NFER assessments, progress meetings, small group/1:1 reading interventions demonstrate accelerated progress for disadvantaged pupils.</p> <p>Pupils confidently and independently using and applying their phonic knowledge during phonics lessons but also when reading across the curriculum.</p>
Curriculum Development	<ul style="list-style-type: none"> ● Learning walks, talking to pupils, looking at books, tailored CPD to

	<p>improve quality of the curriculum across the school.</p> <ul style="list-style-type: none"> ● Increase in pupil engagement, enjoying learning and able to confidently talk about their learning-prior and current learning. ● Curriculum is ambitious but interesting and is well taught with learning appropriately sequenced. ● Retrieval is in built to all lessons and serves to consolidate learning, retaining crucial knowledge and essential vocabulary. ● Improved levels of attainment and progress across the curriculum for all learners, particularly disadvantaged pupils.
Attendance and punctuality	<p>Sustained and improved attendance and punctuality for disadvantaged pupils</p> <ul style="list-style-type: none"> ● Absent rates to come in line with national averages ● Reduction in absence rate ● Reduction in % of persistent absentees ● Year on year improvement in attendance
Social, emotional and mental well being	<p>Support from Pastoral lead in small groups or 1:1.</p> <p>Staff and families to identify children who would benefit from support especially with self-regulation, anxiety, low self-esteem.</p> <ul style="list-style-type: none"> ● Children feel confident and resilient learners. Improved engagement in lessons, self-awareness and aspirational. ● Children are aware of how and why to self-regulate their emotions with additional support for those who may need it.

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: £85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching staff To ensure each class has a teacher and to avoid mixed aged teaching. High quality CPD, termly pupil progress meetings</p>	<p>Staff access high quality CPD to ensure all teaching is good or better. EEF advocate 'great teaching and careful planning can make a huge impact on the outcomes for disadvantaged children'.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	All
<p>Read Write Inc Phonics RWI Development Days and support, high quality CPD for teachers and teaching assistants, half termly progress meeting</p>	<p>This approach has a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	All

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s)
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		addressed
Reading Teacher Part funded	Targeted intervention focused on specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both 1:1 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	All
Intervention Teaching Assistant to provide targeted support for those children requiring additional RWI sessions in small groups and 1:1.	Targeted intervention focused on specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both 1:1 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	All
Engaging with the National Tutoring Programme to provide a blend of tutoring for and school-led tutoring to provide additional support to those pupils greatly affected by the pandemic and school closures <ul style="list-style-type: none"> • School-led tutoring (25% of costs) • National Tutoring Programme 	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both 1:1 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition and in small groups https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	

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

Budgeted cost: £ 13,658

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Lead	Social and emotional skills are essential for children's development which support effective learning and are linked to positive outcomes in later life. Children and families need to be supported, especially in such turbulent times and with the impact of the pandemic.	4, 5

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	
Magic Breakfast subscription	<p>The Education Endowment Foundation believe that eating a healthy breakfast as well as attending breakfast club have a positive impact, especially KS2 children. Attending breakfast club has social benefits and is a great start to the school day. This can also help with attendance and punctuality. All disadvantaged children are offered a free place at breakfast club.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme</p>	4
<p>Embedding principles of good practice as outlined in DfE's Improving School Attendance. This will involve release time for staff to develop and implement new procedures and use LA EWO.</p>	<p>Evidence supports that this approach significantly reduces levels of absence and persistent absence. Research by the Centre for Social Justice shows evidence of the impact of Covid 19 upon school attendance</p> <p>https://www.centreforsocialjustice.org.uk/wp-content/uploads/2021/06/Cant_Catch_Up_FULL-REPORT.pdf</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	All

Total budgeted cost: £118,658

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.

Phonics and Reading

Last academic year we prioritised phonics and reading, including during the main lockdown period in January to early March 2021. We focused on high quality CPD for those new to teaching phonics as well as refresher training for more experienced staff. This allowed us to provide additional phonics interventions, either 1:1 or very small groups. Phonics delivery improved and pupils became more confident in using and applying their phonic knowledge. We saw a dramatic increase in the number of children working at the expected standard in Y1, including disadvantaged pupils. School funded phonics resources and videos to ensure children working remotely had access to high quality phonic sessions.

The lower KS2 reading intervention also proved very successful. This 1:1 approach focused on fluency, confidence and comprehension. These sessions proved to be extremely beneficial for the vulnerable children, especially whilst attending during lockdown and this continued after school reopened in March. Upper KS2 disadvantaged children were also offered reading tuition from an external provider. This saw more children to be working at the expected standard in reading.

Attendance:

During the lockdown we prioritised the attendance of our vulnerable learners. We tried to ensure as as many children can attend within the given bubbles. Some eligible pupils refused the place due to vulnerable family members and chose to work remotely.

Remote Learning:

School was committed to providing a strong remote learning offer. Additional resources were purchased to ensure learning could continue at home including worksheets,

paper, writing materials. Staff and pastoral staff were deployed to support families working at home including social, emotional and well being support.

Internal assessments, progress meetings and observations during 2020/21 have revealed the gaps and areas of underperformance for disadvantaged pupils and these are the challenges identified within this strategy plan). As reported nationally, school closure impacted the most upon disadvantaged pupils and they were not able to fully access the intended pupil premium spending plan. The impact was mitigated by our commitment to high quality learning at school but also at home.

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
Reading	National Tutoring Programme