

Linacre Primary School

Pupil Premium Strategy Statement 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 |
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| School name | Linacre Primary School |
| Number of pupils in school | 147 |
| Proportion (%) of pupil premium eligible pupils | 60% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022/23 to 2025/2026 |
| Date this statement was published | November 2022 |
| 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 | £127,020 |
| Recovery premium funding allocation this academic year | £6525 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £133,545 |

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| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | |
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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 principles 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 | Baseline data indicates that a large proportion of pupils enter Reception working below ARE in the Prime Areas. |
| 2 | Gaps in phonics and reading Phonics <ul style="list-style-type: none">● To improve % of Phonics Screening Check for all pupils, including disadvantaged pupils. |

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| | <ul style="list-style-type: none"> • 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. |
| 3 | <p>Writing</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. • Data Driven Instruction (DDI) and pupil progress meetings target those disadvantaged (and all) children underperforming, identify the gaps and plan additional support including in class support. |
| 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"> • Observations, talking to pupils, discussions with families show an increase in pupils with social and emotional needs particularly anxiety and self-regulation, linked to long term poverty. 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 |
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| <p>To raise attainment in reading, writing and mathematics for DAPs in EYFS.</p> | <p>On going assessments indicate that pupils are making good progress in Prime Areas Increase % DAP achieving GLD. Increase % DAP being Y1 ready.</p> |
| <p>To raise attainment of DAPs in phonics so that it is in line with national expectations.</p> | <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>On going assessments indicate that pupils are making good progress.</p> <p>Pupils speak positively about reading.</p> <p>Increase in % disadvantaged pupils passing PSC.</p> <p>Increase % disadvantaged pupils reading at the expected level and above.</p> |
| <p>To improve reading attainment among disadvantaged pupils</p> | <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> |
| <p>To improve writing attainment among disadvantaged pupils</p> | <p>Increase % disadvantaged pupils writing at the expected level and above.</p> <p>Reduce the gap between all pupils and disadvantaged pupils.</p> <p>Pupils make good progress from their starting points.</p> <p>Pupils are able to write for a range of purposes.</p> <p>Pupils have writing stamina.</p> |

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| <p>To achieve and sustained improved attendance and punctuality, particularly DAPs.</p> | <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 ● Pupils and families are aware of the importance of good or better attendance and punctuality. ● Attendance panels take place each half term and are led by EWO and learning mentor. ● Pupils at risk of not meeting their attendance target are informed and placed in a monitoring period. ● |
| <p>To improve and sustain improved mental, social, emotional and physical well being, especially those identified as DAP or ACE.</p> | <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. <p>Pupils requiring intervention for emotional or behaviour support are identified early and high quality support put in place.</p> <p>Pupil engagement evidenced through pupil voice.</p> <p>feedback from parents and carers show that they feel supported and well informed around issues of mental health.</p> |

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: £75,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Teaching staff</p> <p>To ensure each class has a teacher and to avoid mixed aged teaching.</p> <p>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</p> <p>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: £ 43,000

| Activity | Evidence that supports this approach | Challenge number(s) |
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| | | addressed |
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| Intervention Teaching Assistant to provide targeted support for those children requiring additional RWI sessions in small groups and 1:1. | <p>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</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> | All |
| Pastoral Lead provides targeted support for families and supports the work of the EWO. | <p>Research suggested mentoring can have a positive impact on academic outcomes.</p> <p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> | All |
| <p>SENDCo to work additional days.</p> <p>Additional days Educational Psychology Support for pupils who are falling behind or have additional needs.</p> | <p>Increased numbers of children requiring SEND support and early identification including referrals for ASD, ADHD, writing EHC applications,</p> <p>SENDCo supports staff in providing high quality SEND provision across the curriculum as well as tracking SEND pupil progress.</p> <p>EPs are vital in identifying special educational needs (SEND) and providing a statutory contribution to Education, Health and Care assessments.</p> <p>They play an essential role in supporting children with additional needs in mainstream schools and ensuring high quality SEND provision is available.</p> | All |

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

Budgeted cost: £ 5,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Magic Breakfast subscription</p> | <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> | |
| <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> | <p>All</p> |

Total budgeted cost: £133,545

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.

Speech, language and communication

Low level of language / deficit vocabulary upon entry (exacerbated by impact of Covid 19)

All children in EYFS were assessed on entry using the Wellcomm assessment tool but then the school were advised to use Blank Level Questioning to assess children's vocabulary development.

level 1 name objects

level 2 add descriptive language

level 3 creating sentences

level 4 understand and answer questions

The focus has been on building pupil vocabulary, identifying learning gaps and ensuring learning is targeted to enable pupils to build on prior learning and continue to make connections. The use of Wellcomm screening has helped in early identification of specific language needs – there is clear evidence of improvement in language development with the 62% of EYFS achieving age-appropriate levels of language. The aim is to continue to build on this progress and ensure pupils continue to make appropriate progress in terms of speech, language and vocabulary.

Gaps in phonics and reading (exacerbated by impact of Covid 19)

Phonics

Y1 77% (80% if a Y1 child who accessed Reception curriculum is disappplied)

88% DAP passed the PSC

Y2 re-check 60%

Reading

Y2 55% expected standard

Y6 71% expected standard

Y6 progress 0.8 (-1.8- 3.4)

Pupil voice indicates that children enjoy their phonics lessons, that they feel successful and they like becoming confident readers. Children like accessing quality texts. More children are now starting to read at home but we need to further develop this. Comprehension still remains an area that needs some attention and school will continue to further develop and improve this.

Curriculum

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.

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.

- 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.

Pupil voice strongly indicates that children are enjoying the new units and that they can share subject specific knowledge. They are able to talk about their learning and are now starting to make links within their learning.

Retrieval is now firmly integrated into all lessons and children understand the purpose of this. They understand the importance of retaining learning and are now familiar with recalling learning from the last lesson, previous week/half term etc.

Book monitoring indicates that pupils are making good progress and there is clear evidence of progression and continuity.

Attendance and punctuality

Overall attendance was 92% which is higher than the national average.

High proportion of DAP were classed as PAs.

School engaged the support of the Early Help Attendance Team to work with PAs and their families.

School closely monitors children at risk of poor attendance and out Learning Mentor work with families to overcome barriers preventing children from accessing school on a regular basis.

The SLT and governors place a high priority on good or better attendance.

Children are rewarded daily for their good attendance and punctuality and children are strongly encouraged to maintain an excellent attendance record through weekly rewards and assemblies.

We recognise that there is still a lot of work to do and have further developed our attendance incentives.

Social, emotional and mental wellbeing (exacerbated by Covid 19)

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.

The role of the learning mentor has been vital in supporting these children and when this has not been possible SLT members have been involved in working alongside those requiring additional support. School has introduced a new PSHE scheme and the zones of regulation to encourage children and assist them in regulating their emotions.

Children have carefully been selected for play therapy sessions and these have been particularly beneficial as well as enjoyable 1:1 activities.

Surveys reveal that children feel safe at school, are more confident and happy. School is a calm and quiet environment where children feel settled, valued and listened to.

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 |
|----------------------|-----------------|
| Times Table Rockstar | TTRockstars |
| Read Write Inc | Ruth Miskin |