

Lightcliffe C of E Primary School

Pupil Premium Strategy Statement

2022-23



Pupil premium strategy statement

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
School name	Lightcliffe C of E Primary School
Number of pupils in school	414
Proportion (%) of pupil premium eligible pupils	7.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Mr G Hilton
Pupil premium lead	Mr G Hilton
Governor / Trustee lead	Mrs H Wild

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,815
Recovery premium funding allocation this academic year	£3,226 + £2916 school led tutoring funding
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	£42,041

Part A: Pupil premium strategy plan

Statement of intent

At Lightcliffe C of E Primary School we target the use of Pupil Premium 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 intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will through high quality teaching, remove barriers to learning created by poverty and family circumstance. With our rigorous approach to assessment, we will narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts within school. Using our forensic approach to teaching reading, we will ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum. Using approaches from our Voice 21 Oracy project and the NELI intervention children will develop confidence in their ability to communicate effectively in a wide range of contexts. Through targeted support and delivery of our PHSE curriculum we will enable pupils to look after their social and emotional wellbeing and to develop resilience. We will provide financial support and resources so that all children can access a wide range of opportunities to develop their knowledge and understanding of the world.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our strategy will also ensure enrichment and extra-curricular activities and experiences are enjoyed by all pupils.

Achieving our objectives:

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

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching

- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:3 tuition
- Target funding to ensure that all pupils have access to trips, visits and first hand learning experiences
- Provide staff members to support vulnerable children and families with attendance
- Provide opportunities for all pupils to participate in enrichment activities including forest school, sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom
- Provide children with the appropriate equipment to access learning e.g. P.E kit, school uniform, coats, footwear, swimming kits.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in reading and writing – COVID lockdown over 18 months impacted on two academic years and therefore children missed the acquisition of key skills acquisition. This is particularly evident in Reception and Year 1. In KS2 children have missed opportunities to develop the skills of improving and editing longer pieces of writing, which was difficult for parents to support through home learning.
2	Gaps in mathematics – COVID lockdown over 18 months impacted on two academic years and therefore children missed key skill acquisition. This is evident in each key stage. A deeper understanding of number has not been developed with all children and the use of mastery approach and targeted interventions will help to secure this.
3	Social, emotional and mental health – discussions with pupils and families evidences the negative impact that COVID and ensuing lockdowns have had on their mental health. Key members of the staff team including the learning mentor will offer support through interventions such as Thrive Approach and collaborative cross-agency work. Spaces for quiet reflection will be developed around school including a dedicated Thrive room. Support for parents and families has been identified as the next step in this journey for school and the training of key staff to deliver 'Family Thrive'.
4	Speech, language and communication – since the COVID lockdowns pupils on entry to reception have weaker spoken language skills than previously as many did not access FS1 provision. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident in

	particular in the 2021/22 Reception cohort and in general, are more prevalent among our disadvantaged pupils than their peers.
5	Attendance and punctuality – school attendance data shows that the attendance of PP children is lower than that of non-disadvantaged pupils. This is particularly noticeable with persistent absence. The school learning mentor will support families to ensure attendance improves through meetings, regular phone calls, home visits, cluster support and 98%+ awards and prizes.
6	Access to wider opportunities – some parents struggle financially to provide resources and opportunities to attend trips, visits and other enrichment activities. The cost of living crisis has meant that some families may be experiencing an increased financial struggle and we will therefore provide resources so that no child misses out.

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 – Improved reading attainment for all pupils at the end of KS2 Improved maths attainment for all pupils at the end of KS2. Improved writing attainment for all pupils at the end of KS2.	Progress for all pupils in line with or exceeding expectations in all three subjects by end of KS2 based on FFT50 targets by 2024/25. KS2 reading outcomes in 2024/25 show that most pupils met or exceeded their FFT50 target. KS2 maths outcomes in 2024/25 show that most pupils met or exceeded their FFT50 target. Teacher assessment in writing in 2024/25 show that most pupils met or exceeded their FFT50 target.
Phonics – Improved reading attainment among disadvantaged pupils.	95%+ pass phonic screening check at the end of KS1 by 2024/25. Pupils are reading fluently, have a deep rooted love of reading and are appropriately skilled to engage with academic texts in KS3. Pupil voice – children will be able to discuss favourite authors and genres Reading scores and fluency assessments will be in line with or above age related expectations at the end of KS1 by 2024/25.
Oracy – Improved oral language skills and vocabulary among all pupils.	Assessments and observations indicate significantly improved oral language among all pupils. This is evident when triangulated with other sources of

	<p>evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Writing will be positively impacted by talk and the use of subject specific vocabulary.</p> <p>Pupils can clearly articulate their learning and are confident communicators by end of KS2.</p>
<p>Wellbeing –</p> <p>To achieve and sustain improved wellbeing for all pupils in our school.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations <p>A significant increase in participation in enrichment activities, with all pupils taking part in at least one activity each academic year.</p> <p>Pupils have aspirations and are ready to engage well in the next stage of their education.</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: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI intervention	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.	1, 4
Little Wandle Letters and Sounds Revised – validated synthetic phonics programme	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes#list-of-validated-systematic-synthetic-phonics-ssp-programmes There is a strong evidence base that suggests an SSP approach that is rigorous, systematic, used with fidelity and achieves strong results for all pupils, including the most disadvantaged.	1, 4
Forensic reading approach	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 Abbey MAT Reading Comprehension Structure	1, 4
Voice 21 Oracy CPD, using strategies to develop the	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high positive impact on reading and writing outcomes.	1, 4
Maths Mastery Project / CPD	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.	2

R time	<p>'R Time' is a teaching and learning strategy that provides challenge for all learners, promotes resilience and encourages children to complete appropriately challenging tasks independently.</p> <p>Abbey Multi Academy Trust 'R Time' Quick Start Guide</p>	1, 2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £5,442

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p>	1, 2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p>	1
Development of Year 1 classrooms to provide continuous provision in the wider curriculum.	<p>https://earlyexcellence.com/latest-news/press-articles/maximising-learning-in-key-stage-one/</p>	1, 2, 3, 4

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

Budgeted cost: £30,800

Activity	Evidence that supports this approach	Challenge number (s) addressed
Ensure children are fully prepared for learning e.g. purchase of clothing, coats, PE kits	https://www.actionforchildren.org.uk/blog/the-untold-truth-about-school-uniforms/ https://www.childrenssociety.org.uk/information/professionals/resources/the-wrong-blazer	3, 5, 6
Trips, visits and experiences	What does Ofsted mean by cultural capital? (tes.com)	6
Thrive Approach online plus ongoing staff CPD	https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF Social and Emotional Learning.pdf	3
Investment in wellbeing spaces around school including a 'Thrive room'	https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF Social and Emotional Learning.pdf	3, 5
Provide counselling services for pupils through the Noah's Ark organisation.		3,
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Learning mentor to support vulnerable families to ensure attendance at school	Improving School Attendance The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. EEF Rapid evidence assessment on attendance interventions for school aged pupils + Addendum (Nov 2021)	3, 5

Total budgeted cost: £42,242

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 2021 to 2022 academic year.

We have analysed the performance of our all our pupils including disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our pupils we compared our results to those at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our pupils has changed during this period.

Data from end of KS2 tests and assessments shows that our pupils performed above national averages in reading and maths. Our disadvantaged pupils performed strongly in reading with data being in line with FFT50 predictions. However, despite some strong individual performances in maths and writing disadvantaged pupils outcomes in 2021/22 were below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils at the end of KS2 has grown since the start of the pandemic. This is reflective

of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

End of KS1 data shows that our pupils attained above national averages in all subjects and in all subjects at the higher standard. The positive impact on reading with disadvantaged pupils having a reading scale score +4.2 compared with the same group nationally and +0.4 compared with non-disadvantaged pupils nationally. The phonics screening check target of 93%+ by the end of KS1 2024 was exceeded in 2022, the target for future years will be increased by 2% as a result.

There was a significant positive impact as a result of the change to provision in year 1. End of result teacher assessments in all subjects were in line with or above FFT50 targets. Informal feedback from staff, pupils and parents all supported the change as being positive.

Absence among disadvantaged pupils was 2.1% higher than their peers in 2021/22 and was adversely affected by the attendance of one pupil. Persistent absence was 18.5% higher for disadvantaged pupils than non-disadvantaged. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute. The increased support provided by the learning mentor and staff who have completed Thrive Approach licensed practitioner training has been evident and we firmly believe that the benefits of this support will result in increased impact during 2022/23 and 2023/24.

There was a significant increase in participation in enrichment activities, with all disadvantaged pupils invited to take part in at least one activity during the academic year. Every disadvantaged pupil took part in a year group trip and or residential trip during 2021/22 with funding utilised to support a small number of families.

These results mean that we are at present on course to achieve some but not all of the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. Therefore, we have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Externally provided programmes

Programme	Provider

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Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)