

# 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	Lindow Community Primary School
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	7 <sup>th</sup> October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	FGB
Pupil premium lead	Zoe Wilson
Governor / Trustee lead	Jo Breakell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,900
Recovery premium funding allocation this academic year	£2,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1,000
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£32,800

# Part A: Pupil premium strategy plan

## Statement of intent

*Our ultimate objectives for all disadvantaged pupils are:*

- *To have high levels of attendance and punctuality*
- *To fulfil academic potential*
- *To feel socially and emotionally safe and secure, with talents and interests developed and nurtured*
- *To equip pupils with the knowledge and cultural capital experiences they need to succeed in life, through a broad and balanced curriculum and extra-curricular experiences*

*Our current pupil premium strategy plan works towards achieving those objectives by focusing on the following:*

- **Teaching**  
*Access to high quality CPD for all staff to ensure systematic practice across the school.*
- **Professional development:** *1:1 coaching sessions with English and Mathematics consultants to improve quality of teaching and assessment across the school.*
- **Targeted academic support**  
*Same-day interventions*  
*Small group booster sessions*  
*One-to-one support*  
*Smaller group sizes for Phonics*
- **Wider strategies**  
*Social & emotional targeted group/1:1 programmes*  
*Attendance incentives*  
*Parental engagement*  
*Extra-curricular and enrichment clubs and trips*

*The key principles of our strategy plan are:*

- *Identify and address CPD/teaching needs via robust performance management & data analysis*
- *Use diagnostic assessments to identify the specific elements of education that pupils are finding challenging, rather than performance in whole subjects.*

- *Address attendance & punctuality issues on a family by family basis, offering in school support and the Education Welfare Service where needed*
- *Survey pupils to ensure a range of activities they are interested in are offered and engagement encouraged and celebrated.*

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children who also have SEN
2	Gap between academic achievement in R/W/M
3	Social & Emotional needs impacts on academic progress
4	Attendance & punctuality levels are lower
5	

## 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
Increased attainment & progress	Children make progress from their starting points that is at least in line with expected, if not accelerated, leading to increased levels of attainment
Attendance & punctuality is good	Children achieve 95+% attendance and are not late for school
Good levels of wellbeing	Pupil voice via sessions e.g. My Happy Mind & Lindow Life Skills identify good levels of wellbeing & strategies for managing negative emotions
Range of cultural capital experiences	Participation in at least one enrichment activity per term as well as attending all trips & residential offered.

## 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: £10 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Little Wandle phonics training, resources &amp; delivery</i>	Accredited Dfe phonics scheme to ensure consistent phonics teaching & application across R, Y1 & Yrs 2- 6 where needed	2
<i>English &amp; Maths consultant in to plan alongside teachers &amp; follow-up suggestion, measuring impact</i>	All teachers to be supported in supporting children to make accelerated progress, especially those identified as 'covid catch-up'	2
<i>One to one reading &amp; Reading Recovery with specialist reading teacher</i>	A specialist reading teacher to support across Early Years and Y1 enables our youngest children to reach GLD and master basics such as phonics. Further capacity enables children to make accelerated progress from their starting points.	1,2
<i>TAs in every class for at least 0.5 of teaching time</i>	Highly skilled TAs provide targeted support within the classroom. TAs also lead interventions tailored to individual children's needs. Impact of interventions is tracked for effectiveness and interventions enable children to access their age-related curriculum.	1, 2

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

Budgeted cost: £18 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Diagnostic one to one assessments e.g. Sandwell, NFER &amp; PM Benchmarking</i>	Enables teachers & TAs to pinpoint support for children according to gaps in learning, particular next steps	1,2

<i>Small group interventions</i>	<p>Supports closing attainment gaps in reading, writing &amp; maths.</p> <p>Supports reaching GLD by ensuring prime/specific areas e.g. PD, CLL, S&amp;L, reading, writing &amp; maths in EYFS are secure</p> <p>Supports accelerated progress in reading, writing &amp; maths</p> <p>Supports attaining GDS in Reading, Writing &amp; Maths</p> <p>Social &amp; emotional interventions to ensure a positive behaviour for learning mindset to achieve above</p>	1,2,3,4
<i>One to one interventions</i>	As above	1,2,3,4
<i>School-led tutoring supplement</i>	1 to 1 support in areas of need identified from diagnostic assessments, either to close gap or to push for greater depth	1,2,3,4

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

Budgeted cost: £5000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>HT meeting time to support attendance &amp; punctuality</i>	Families & school work together to ensure children have maximum time in school. Home/school relationship is strong and supportive	4
<i>Extra-curricular club places</i>	Disadvantaged children develop cultural capital and are able to experience a range of activities beyond the school curriculum. Children develop a positive mindset as well as growing their talents and interests.	3,4
<i>Trips &amp; residential</i>	Disadvantaged children develop cultural capital and have first-hand, real life learning experiences, linked to curriculum areas in school. Children know more, remember more and can do more in those curriculum areas.	3,4

**Total budgeted cost: £33 000**

## 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.

Despite the disruption of Covid-19, school continued to ensure that our disadvantaged children were supported fully in their learning and well-being. All disadvantaged pupils were offered face to face schooling during lockdown periods and also provided with the necessary technology to access their home learning.

### 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
Pathways to Write	The Literacy Company