

Pupil premium strategy statement – Lanercost Church of England Primary School

At Lanercost Church of England Primary School, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Our Pupil premium strategy operates within the Christian ethos of the school and has been used to reflect an understanding that each of us are equally cherished and valued as God's children, and all deserve, and ought to be given the opportunity to achieve their full potential. Pupils from disadvantaged backgrounds may require additional support; therefore, we will use all the resources we have available to help them reach their full potential, including the pupil premium grant (PPG).

Research shows that pupils from socially disadvantaged backgrounds can under achieve compared to their peers. This grant is provided to enable these pupils to reach their full potential and to help close any gaps. We are committed to ensuring that every individual child is given the best possible chance of making excellent progress and so achieve their full potential. We wholeheartedly believe that a 'social disadvantage' must not be allowed to be a barrier to a child's future.

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

School overview

Detail	Data
Number of pupils in school	83
Proportion (%) of pupil premium eligible pupils	1.2% (Service Pupil Premium)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	
Pupil premium lead	A Wilkinson
Governor / Trustee lead	K Reid

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£0
Service Pupil premium funding allocation this academic year	£320
Recovery premium funding allocation this academic year	£2000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0

Total budget for this academic year	£2320
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Part A: Pupil premium strategy plan

Statement of intent

When creating our Pupil Premium (PP) 3- year strategy, we recognise the importance of considering our unique context, subsequent challenges faced and appropriate use of provision for the children in our school.

We use research conducted by the EEF and recognised literature (such as 'Addressing Educational Disadvantage by Marc Rowland) to support decision made around the usefulness and implementation of different strategies.

At Lanercost CoE, we do not have any pupils who are in receipt of Deprivation PP funding, but do have children who are in receipt of Service PP funding. In addition, we realise that not all pupils who are socially disadvantaged will be registered for free school meals. We use our Recovery grant to ensure that the needs of every individual learner can be met and that any barriers to education or development resulting from socio-economic disadvantage are identified and effectively addressed. In this way, we ensure that any difference in achievement and opportunity between those children who are disadvantaged and other learners, is diminished.

We are passionate about children's social and emotional growth and the development of positive mental health. We believe that all children should be offered opportunities to ensure that they leave our school having a life-long passion for learning with high aspirations for their future.

We achieve this through an approach that has high quality teaching at it's heart, with a focus on the areas of learning in which our pupils require the most support. We provide strong pastoral support for all families. This strategy is integral to our plans for a brave and broad curriculum with recovery for all pupils, notably through the whole school and targeted approaches we use.

Challenges

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

Challenge number	Detail of challenge
1	Affect of lockdown on Writing including spelling and grammar.
2	Fluency in knowledge and speed of recalling mathematical facts.
3	Observations and discussions with the children and parents show that some are finding coming to school challenging due to a range of emotional needs, underdeveloped social skills (comparison to pre-lockdown) and these can be a barrier to their learning.
4	Rural location which impacts on access to public services, clubs and events outside of school.

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
Children who are not on track with Spellings or Grammar to meet their age-related expectations or the progress expected from their EYFSP or KS1 SATS results will make accelerated progress. The gap between expected attainment level and current attainment level will close.	<ul style="list-style-type: none"> Percentage of children in Spelling and Grammar meeting expected attainment level or expected progress level will increase. Percentage of children needing Spelling intervention will decrease.
Increase overlearning and reinforcement of mathematical facts at home and school.	<ul style="list-style-type: none"> Increase in maths age, MTC percentage and children achieving expected (or+) will increase.
All children's emotional needs are met swiftly; with targeted action plans and compassion by all staff.	<ul style="list-style-type: none"> Pupil voice implies children know who to turn to when they have an emotional need. Parent voice shows that they trust and are happy to work with school when their child has an emotional need. All staff know and understand how to help with emotional needs or who to ask for help with emotional needs of the children. Children who need further support regulating their emotions have a 6-week bespoke programme with the school's trained ELSA.
Children have access to a wide-range of enrichment experiences; within our curriculum, within our extra-curriculum enrichment programme and within the wider Lanercost community.	<ul style="list-style-type: none"> All staff are aware of emotion coaching, and understand the zones of regulation, and some staff trained in specific SEMH interventions. There are is a Mental Health team who support children's mental health. They provide support as deemed necessary to ensure full engagement for all pupils in the curriculum. Pupils consistently have highly positive attitudes and commitment to their education Monitoring shows that pupils are highly motivated and persistent in the face of difficulties. They demonstrate a growth mind set and resilience when approaching cognitively challenging activities. Pupils make a highly positive, tangible contribution to the life of the school and the wider community. Pupils recognise online and offline risks to their well-being.

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.

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Teaching (for example, CPD, recruitment and retention) Budgeted

cost: £ [insert amount]

<p>Teaching organised to deliver daily discreet spelling lessons. (£429.12)</p>	<p>RWI Spelling Impact Report (Oxford Owl) Teachers have seen a significant impact on their children’s language and discussion skills since teaching Literacy and Language. In turn, this has had a very positive impact on their children’s level of comprehension and quality of writing. Many teachers commented on how the resources have supported this development.</p>	<p>1</p>
<p>KS2 Support Staff organised to allow for additional support within all mixed-age KS2 maths lessons. (No cost)</p>	<p>EEF: Making Best Use of Teaching Assistants (2nd November, 2021) <i>‘If TAs have a direct instructional role it is important they add value to the work of the teacher, not replace them – the expectation should be that the needs of all pupils are addressed, first and foremost, through high quality classroom teaching. Schools should try and organise staff so that the pupils who struggle most have as much time with the teacher as others. Breaking away from a model of deployment where TAs are assigned to specific pupils for long periods requires more strategic approaches to classroom organisation. Instead, school leaders should develop effective teams of teachers and TAs, who understand their complementary roles in the classroom.</i></p>	<p>2</p>

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Daily Doodle Spell in KS2 (£120)</p>	<p>DoodleSpell for Schools With content covering the KS1 and KS2 curriculum, DoodleSpell supports your teaching and builds key literacy skills, taking pupils well beyond ‘look, cover, write, check’. It takes pupils beyond rote learning, teaching fundamental strategies such as chunking, rhyming and pattern, whilst identifying the gaps in each child’s knowledge and consolidates what children already know.</p>	<p>1</p>

<p>Daily Doodle Maths in KS2 (£120)</p>	<p>Study: the relationship between DoodleMaths usage and academic progression (February 24th 2022)</p> <p><i>The results of the first BLAs taken by 60,282 children when they started to use DoodleMaths were sorted into year groups. This revealed that each year group had an average DoodleAge of 0.84 higher than the year group below it. This number was used as the natural level of progression made by children not using any Doodle products. In order to study the effect that using DoodleMaths has on progression, all children who had completed two or more Baseline assessments were then identified.</i></p>	<p>2</p>
<p>Daily TTR in Y2-Y4 (£255.50)</p>	<p>TTRS: A teacher's guide (Structural learning)</p> <p>Times Tables Rock Stars is a weekly times tables programme designed to help children remember the multiplication tables. Children learn the tables in a sequence that builds up their ability to recall them. They are taught the basic facts about each product in turn, starting with 2 x 2 4 and ending with 12 x 12 144. There are no complicated calculations involved; just simple fact learning followed by repetition. The programme is based on research carried out by Dr David Pritchard, Head of Mathematics Education at University College London. He found that students who practiced their times tables regularly had better recall of them than those who did not. As a result, he developed a method of teaching multiplication tables that built up the skill gradually. Dr Pritchard tested his method in a pilot study involving 500 primary school children aged 7 and 8. After three months, the children who had learnt how to multiply quickly remembered the tables much better than those who had not.</p>	<p>2</p>

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Trained ELSA support assistant (inc. within costing of TAs hours)</p>	<p>ELSA network: How can the Emotional Literacy Support Assistant (ELSA) programme be used to support children and young people post-lockdown?</p>	<p>3</p>

	<p>The ELSA programme is a tailored intervention designed to support the emotional and mental health needs of children and young people. It is typically delivered by school support staff trained in relevant psychological theory. As yet, there is a lack of research on how the recent Coronavirus lockdowns have impacted the way in which ELSA is delivered. This study aims to address this gap in the literature and also explores the support that ELSAs themselves receive in their role.</p>	
<p>Enrichment Art (1 afternoon per half term) (£2,204.32)</p>	<p>Why we believe arts enrichment activities are important – artsaward.co.uk (20th May 2019)</p> <p>Enrichment opportunities allow children and young people to explore the arts in a different environment to the curriculum. This can be a great way to engage students who may think that the arts are not for them. I am very sure every art teacher has heard 'but I can't draw so what's the point' many times in their career. After school or lunchtime art clubs are a great way to dispel this myth – let their imaginations run wild and enable them to create art which speaks to them, rather than</p>	4
	<p>what the curriculum may require them to develop. They may find a talent and a love for art which otherwise may not come out if a classroom approach is intimidating to them.</p>	

Total budgeted cost: £ 3,128.94 – additional monies required funded through school budget.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Last year at Lanercost CoE, there were no children identified as PP with one child identified as Service PP.

The focus of the last PP strategy (2021-2022) focused on increased well-being and pastoral care as well as further enrichment activities to be developed within the wider curriculum.

The activities put in place to support this strategy were ones that may correlate and impact data but did not have a direct statutory assessment. Through pupil and staff observations, pastoral care and wellbeing have a higher profile in school and the activities will build on this in the 2022-2023 academic year.

These continue to be an ongoing focus.

Pupil and parent voice expressed highly the positive impact of widening the enrichment activities giving further opportunities for all children.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Times Table Rockstars and Numbots	Times Table Rockstars and Numbots

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

We had a low percentage of service pupil premium children within school making it difficult and inappropriate to describe the details of these anonymously.

The impact of that spending on service pupil premium eligible pupils

We had a low percentage of service pupil premium children within school making it difficult and inappropriate to describe the details of these anonymously.

Further information

During the previous academic year (2021-2022), each term saw a different headteacher and pupil premium lead; thus, the analysis of outcomes for disadvantaged pupils (Part B) is written from the point of view of discussion rather than first-person account.