

## Pupil Premium Strategy Statement: Lanercost Church of England Primary school

This statement details our school's use of pupil premium and recovery premium for the 3-year duration of the strategy spanning from 2022-2025. This update reflects spending and supporting evidence for the allocation of the funds to help improve the attainment of our disadvantaged pupils for the 2022 to 2023 academic year.

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	Lanercost Church of England Primary School
Number of pupils in school	79
Proportion (%) of Pupil Premium eligible pupils	2022-2023: 0% 2023-2024: 1.27%
Proportion (%) of Service Pupil Premium eligible pupils	2022-2023: 1.27% 2023-2024: 2.53%
Academic year/years that our current pupil premium strategy plan covers	2022-2023 (Part B) 2023-2024 (Part A) 2024-2025
Date this statement was published	October 2023
Date on which it will be reviewed	Spring 2023 (with pupil premium and disadvantage governor)
Statement authorised by	Alexandra Wilkinson Headteacher
Pupil premium lead	Alexandra Wilkinson Headteacher
Governor / Trustee lead	Karen Reid Pupil Premium and Disadvantage Governor
Standard of research and reporting monitored during the spring term (External pupil Premium lead)	Monitored by local cluster headteacher
Effectiveness of use of monies monitored during the spring term (External bursar)	

## Funding Overview

Detail	Amount
Pupil premium funding allocation <b>Academic Year 2022-23</b>	Reported with funding from 1 <sup>st</sup> April 2022- 31 <sup>st</sup> March 2023= <b>£320</b> (Service Pupil Premium)
Pupil premium funding allocation <b>Academic Year 2023-24</b>	As of 15 <sup>th</sup> October 2023 based on projected school numbers= <b>£2357</b> (inc Service Pupil Premium)
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year 2023-24</b>	Funding available= <b>£4357</b>

## Part A: Pupil Premium Strategy Plan Statement of Intent

At Lanercost Church of England Primary School, we believe that every child should live life in all its fullness. We are driven towards providing a life-long love of learning, equipping every child in becoming forward thinking, compassionate young adults who are prepared for the ever-changing world around them. This includes any children who are in receipt of Deprivation Pupil Premium (PP) funding and Service PP funding. Our belief is that any child can achieve the highest standards when all in our community consistently have aspirational and ambitious expectations. This allows every child to reach their divine potential, celebrate their individuality, and grow in wisdom and knowledge.

Some children from disadvantaged backgrounds, those that have been previously in care or those whose families are part of the forces may require additional support; therefore, we use all the resources available to allow them to reach their fullest potential both academic and socially.

Imperatively, as a school, we fundamentally believe that a child reaching their potential is not derived from their background and their beginnings but instead is about gaining the knowledge, skills, self-belief, and values required to flourish and grow. At Lanercost Church of England Primary School we are resolute in compassionately crafting the unique opportunities, broad and balanced curriculum, tailored support, and positive guidance each child needs to help them in order to overcome their individual barriers.

Within our school, we consider every challenge faced by all our vulnerable children, such as those who have a social worker and young carers. We ensure that all in our diverse community are treated with the highest dignity and respect. This strategy and these interventions outlined

are intended to support all needs, regardless of whether they are classified as disadvantaged, and therefore eligible for PP funding, or not.

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.

In accordance with our strong cumulative curriculum that goes further than the national curriculum and the EEF Pupil Premium Tiered Approach, 'Improving Teaching' and ensuring a consistent high-quality education is fundamental within our every day. Our disadvantaged pupils who require the most support are 'spotlighted' by the teaching staff to enable them to make accelerated progress as this is proven to have the most positive impact on closing the disadvantage attainment gap.

As a community, we never make assumptions about the impact of disadvantage. We use robust diagnostic assessment to respond and support common challenges, as well as individual needs. In order to provide this, we undertake these common strategies that can be applied to each individual. Firstly, acting as early as possible to intervene at the point where the need is identified. Secondly, all teaching staff taking responsibility to raise each individual's outcomes through their teaching. Finally, ensuring that disadvantaged children are challenged in their individual needs in order for them to achieve the highest they possibly can. As a school, we believe that a blended combination of these strategies allow all our children to succeed.

## Challenges

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

Challenge number	Detail of challenge
1	From analysing the school data, it indicates that some pupil premium/disadvantaged children are lower attaining and achieving slower progress rates in writing including spelling and grammar when compared to non-disadvantaged children.
2	From observation and diagnostic assessment, some pupil premium/disadvantaged, need further strategies to improve fluency in mathematical knowledge and speed of recalling mathematical facts.
3	Observations and discussions with the children and parents show that some are finding increased difficulties regarding anxiety, social, emotional, and poor mental health including negative early childhood experiences for those children who are looked after and post-looked after.
4	Our school and area context is a rural location which impacts on access to public services, clubs, and events outside of school.
5	Increasing speech and language needs throughout school particularly in the Early Year Foundation Stage.

## 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.

### Spring Term Update

These have been 'RAG' rated at the Spring Pupil Premium meeting between the Pupil Premium lead and the Pupil Premium link governor.

Green = 85%-100% whole school expected outcome

Yellow = 60% - 84% whole school expected outcome

Red = 59% and below whole school expected outcome

Intended outcome	Success criteria
Accelerated Progress in Writing (1)	Children will achieve at or above National Average in Writing.
Accelerated Progress in SPAG (1)	Children will achieve at or above National Average in SPAG.
Accelerated Progress in Mathematics (2)	Children will achieve at or above National Average in Mathematics.
Children's mental health and wellbeing are promoted and protected in all areas of school life. Early identification and intervention are prioritised. (3)	<ul style="list-style-type: none"> <li>Children and young people's emotional health and well-being are essential foundations for keeping them safe, helping them reach their full potential.</li> </ul>

	<p>and preparing them for a thriving adulthood.</p> <ul style="list-style-type: none"> <li>• Pupil voice implies children know who to turn to when they have an emotional need.</li> </ul> <p>Parent voice shows that they trust and are happy to work with school when their child has an emotional need.</p>
<p>PP and Disadvantaged children will access a wide range of balanced activities both within the curriculum and within the extra-curricular offer.          (4)</p>	<ul style="list-style-type: none"> <li>• Greater musical, STEM, sporting and artistic opportunities within the curriculum offer.</li> <li>• Record of participation of extra-curricular activities including sporting opportunities.</li> </ul>
<p>Early identification of Speech Needs through teacher identification and constant conversations with families.          (5)</p>	<ul style="list-style-type: none"> <li>• Children will make accelerated progress in their speech and language, and this will be recorded on Provision Map and carefully monitored by the EYFS lead, SENDCo and Headteacher.</li> </ul>

## Activity in Academic Year (2023-2024)

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching

Budgeted cost: £2200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Consistently high-quality teaching across the curriculum</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. <b>(Education Endowment Fund - EEF, 2021)</b></p> <p><b>Cognitive strategies</b> include subject-specific strategies or memorisation techniques such as methods to solve problems in maths.</p> <p><b>Metacognitive strategies</b> are what we use to monitor or control our cognition, for example checking whether our approach to solving a mathematics problem worked or considering which cognitive strategy is the best fit for a task.</p> <p>Examples of <b>cognitive and metacognitive strategies</b> implemented within school with support from the EEF are:</p> <ul style="list-style-type: none"> <li>• Mastery learning (+5) (through the NCETM) - The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. There is a lot of variation behind this average. It seems to be important that a high bar is set for achievement of 'mastery'.</li> </ul>	<p>1, 2, 5</p>



	<ul style="list-style-type: none"> <li>• Metacognition (+7) - The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</li> <li>• Collaborative learning (+5) - The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year.</li> </ul> <p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.              Pupil_Premium_Guidance.pdf</p>	
<p>Cost of CUSP Writing which includes high levels of SPAG use from Y1 – Y6              (Recovery Premium)</p>	<p>The CUSP schemes of work are built upon cognitive load theory, principles of instructions and are the practice is evidence informed. All the schemes of practice are cumulative so that knowledge is built upon at each learning point. These scheme focuses on coherent sequences that are systematically planned and provide explicit instruction for all learners. <b>(Taken from <a href="https://www.unity-curriculum.co.uk/more-information/">https://www.unity-curriculum.co.uk/more-information/</a>)</b></p>	

<p>Consistently high-quality use of teaching assistants within the classroom</p>	<p><b>EEF: Making Best Use of Teaching Assistants</b> (2<sup>nd</sup> November 2021)          '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.'</p>	<p>1,2,5</p>
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<p>Staff Continuous Professional Development (CPD) or Professional Learning (PL)</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. There is a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.</p> <p>Recommendations from this research are detailed in this document from the EEF; <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf?v=1708263091">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf?v=1708263091</a></p> <p>This is supported by the report from the <b>Teacher Development Trust (TDT)</b> which suggests that effective CPD should be underpinned by:</p> <ul style="list-style-type: none"> <li>• subject knowledge</li> <li>• subject-specific pedagogy</li> <li>• clarity around learner progression, starting points and next steps</li> <li>• content and activities dedicated to helping teachers understand how pupils learn, both generally and in specific subject areas.</li> </ul> <p>Professional learning holds one of the keys to sustained improvement at a systemic level. A 2015 review of international research into teacher professional development suggested that subject specific CPD is more effective than generic pedagogic CPD, in terms of its impact on pupil outcomes (<b>TDT, 2015</b>).</p> <p>At Lanercost Church of England Primary School, the staff follow a succinct, clear, and organised weekly CPD calendar which covers the entire curriculum. Further to this, staff are encouraged to search out their own CPD for their own individual professional development and</p>	<p>1, 2, 3, 5</p>
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this is supported where financially and operationally possible.  
**Two CPD opportunities that directly correlate with supporting PP and disadvantaged children are highlighted, along with their research below.**

<p>Autism Training provided by Cumbria County School – All teaching staff level 1 &amp; 2.</p>	<p>Autism CPD courses can help you develop a better understanding and awareness, including what it is and how to recognise common signs and behaviour. Autism CPD courses can help you explore subjects such as causes, common misconceptions, diagnosis, and assessments.</p> <p><b><u><a href="https://cpduk.co.uk/news/cpd-for-autism-andasd-courses">https://cpduk.co.uk/news/cpd-for-autism-andasd-courses</a></u></b></p> <p>This supports the Autism Training courses provided by Cumbria County Council through the Autism Education Trust. The module introduces autism and the reasonable adjustments that need to be considered when working with autistic pupils.</p> <p><b>The aims</b></p> <ul style="list-style-type: none"> <li>• To extend your understanding of how autism affects pupils in school</li> <li>• To increase your expertise in recognising a pupil's individual strengths and differences</li> <li>• To develop your skills in identifying barriers to learning for autistic pupils</li> <li>• To develop your understanding of what "reasonable adjustments" need to be made to support an autistic pupil in your setting.</li> </ul> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>• Approach autism as a difference rather than as a deficit or disorder</li> <li>• Recognise the three areas of difference for autistic pupils and how these can affect them</li> <li>• Listen to and learn from the perspectives of autistic pupils and their parents/ carers</li> <li>• Reflect on your practice and implement reasonable adjustments to support autistic pupils.</li> </ul> <p>(<a href="https://www.autismeducationtrust.org.uk/training/cumbria-county-council-making-sense-autism-01-march-db">https://www.autismeducationtrust.org.uk/training/cumbria-county-council-making-sense-autism-01-march-db</a>)</p>	<p>1, 2, 3</p>
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<p>Music Teaching Training provided by Charanga for all teaching staff at school to provide high-quality music teaching in the curriculum.</p> <p><i>If a suitable music tuition teacher is able to be sought during the year 2023-2024, children eligible for PP will be contacted to see if they would like to partake in lessons funded by the school.</i></p>	<p>A 2016 study at the University of Southern California's Brain and Creativity Institute found that musical experiences in childhood can actually accelerate brain development, particularly in the areas of language acquisition and reading skills. According to the National Association of Music Merchants (NAMM Foundation), learning to play an instrument can improve mathematical learning and even increase SAT scores.</p> <p>But academic achievement isn't the only benefit of music education and exposure. Music ignites all areas of child development and skills for school readiness, including intellectual, social-emotional, motor, language, and overall literacy. It helps the body and the mind work together. Exposing children to music during early development helps them learn the sounds and meanings of words. Dancing to music helps children build motor skills while allowing them to practice self-expression. For children and adults, music helps strengthen memory skills. (Taken from <a href="https://www.brighthorizons.com/resources/Article/music-and-children-rhythm-meets-child-development">https://www.brighthorizons.com/resources/Article/music-and-children-rhythm-meets-child-development</a>)</p> <p>The OFSTED Research Review published in July 2021 states, 'The case for music in the curriculum is often made from a range of different starting points. Music's place in school life is sometimes justified by reference to literature that supports its wider benefits. Among these are benefits to concentration, phonemic awareness, literacy, memory, and academic achievement. This focus on the wider benefits, however, is not always helpful if it encourages a view of music as existing in the service of other subjects and competencies. Furthermore, the whole basis of music's contribution to other</p>	<p>1, 2, 4</p>
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	<p>areas of competence has been challenged in a recent meta-analysis. Other benefits have been called into question, including those of general creativity and wider transferable skills. (Taken from <a href="https://www.gov.uk/government/publications/research-review-series-music/research-review-series-music#making-the-case-for-music">https://www.gov.uk/government/publications/research-review-series-music/research-review-series-music#making-the-case-for-music</a>)</p>	
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## Targeted Academic Support

The school records, on an individual basis, the targeted academic support for all children. The information below is summarised for anonymity purposes.

Budgeted cost: £2209.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Intervention in EYFS and KS1	<p>The first years of life are vital in giving every child the best start, with speech, language, and communication skills an important indicator of child wellbeing. These skills shape a child's ability to learn, develop friendships and their future life chances. Every child, regardless of circumstance should be able to develop and thrive. There is increasing concern about the numbers of children starting school with poor speech, language, and communication skills, with unacceptable differences in outcomes in different areas of the country. Inequalities in early language development are recognisable in the second year of life and have an impact by the time children enter school. This guidance is part of a wider programme of work to support early child development including the Department for Education's work to encourage parents to engage in activities that support their child's early learning – and the modernisation of the Healthy Child Programme announced in the Green Paper, Advancing Our Health: prevention in the 2020s.</p> <p><b>Public Health England, 2020</b></p> <p>The importance of early identification and intervention is further supported in the <b>SEND Review, March 2022.</b></p>	5
Targeted spelling and grammar sessions	The EEF reports an increase of 4+month's worth of impact on learning when teaching assistants are used in targeted sessions. It states, 'Research which focuses on teaching assistants who provide one to one or small	



	<p>group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>Teachers also report the benefits in terms of workload and reduced stress from working with teaching assistants. (Taken from <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>)</p> <p>This is supported by <b>Harackiewicz and Priniski (2017)</b> who report; 'Researchers have found that targeted interventions can have powerful and long-lasting effects when they address specific motivational processes at crucial time points in the educational process. Some have called these targeted interventions motivation interventions (Lazowski &amp; Hulleman 2016) or social-psychological interventions (Wilson 2006, Yeager &amp; Walton 2011), reflecting their theoretical grounding.</p>	
<p>Supporting metacognitive recall of maths facts through the Times Table Rockstars and Numbots Software Programs both in school and at home</p>	<p>The SHINE Trust reports that:</p> <ul style="list-style-type: none"> <li>• More than 8,000 primary and secondary schools were subscribed in August 2018, including 3,000 in the North of England.</li> <li>• An estimated 370,000 disadvantaged children are benefitting from Times Tables Rock Stars.</li> <li>• The most recent speed data on more than 327,000 children shows that on average, students are 38% faster at answering times tables questions after using Times Tables Rock Stars than when they started using it.</li> </ul> <p><a href="https://shinetrust.org.uk/case-study/times-table-">https://shinetrust.org.uk/case-study/times-table-</a></p>	<p>2</p>

<p>Supporting individualised diagnostic short-burst learning of maths and spelling learning on the Doodle Maths/Doodle Spell Software Programs</p>	<p>Discovery Education reports that: Study 1 found that children who did not use the math app showed a slight reduction in math performance, whereas children in the low use group showed slight improvement and the children in the high use group showed significant improvement. Moreover, before summer there was no difference between the three groups in terms of mathematical performance, mathematics confidence, mathematics anxiety, or socioeconomic status. Study 2 randomly allocated children to either an experimental condition, where they had access to the math app over the summer, or a control condition, where they did not. It found that children in the math app condition showed a significant improvement in their mathematics performance after the summer vacation compared to children in the control condition. Thus, study 1 and study 2 both show that children who used the math app over the summer significantly improved their mathematics performance.  <a href="https://doodlelearning.com/wp-content/uploads/2023/05/DoodleMath_Research_Bath-Study.pdf">https://doodlelearning.com/wp-content/uploads/2023/05/DoodleMath_Research_Bath-Study.pdf</a></p>	<p>2</p>
<p>Supporting individualised diagnostic intervention learning of maths and spelling learning on the Literacy Gold Program</p>	<p>Supporting evidence from a case study (Literacy Gold is a newer intervention and therefore there is less evidence behind this innovative intervention): Trial Results from Castle Hill Junior School: 22 Key Stage 2 pupils at Castle Hill Junior School, whose reading was behind their chronological age, were selected to play Literacy Gold in September.</p> <p>During the year another 13 pupils were added to the intervention groups, and 10 pupils were taken off due to no longer being behind in reading. The pupils played for 20 to 30 minutes, 4 days a week, in groups of 10-12 supervised by 2 teaching assistants. Almost all of the pupils made significant progress. According to the New Salford Sentence Reading Test (SSRT), 33 out of 35 pupils' reading improved; 31 pupils improved by 6 months or more and 23 by 12 months or</p>	

	more. Almost all of the pupils also improved their reading comprehension. 33 of the 35 pupils' comprehension improved, according to the SSRT. 26 pupils' comprehension improved by 6 months or more and 21 pupils improved by 12 months or more.	
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## Wider Strategies

Budgeted cost: £1280.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA Support from trained ELSA TA</p> <p>Average of 2 hours per week (this fluctuates in accordance with the children who need to access this pastoral support).</p> <p>Many PP children access this support through pastoral</p> <p>ELSA and Barnardo's nurture sessions if necessary (Barnardo's nurture sessions are free to access if a child's needs meets the criteria.)</p>	<p>In order for children to become effective learners, <b>Maslow (1970)</b> suggested that it is first necessary to ensure that children's physiological and emotional needs are met. <b>Gardner (1983)</b> argued that emotional and social abilities, including intra and interpersonal intelligence, may be more influential than conventional intelligence for personal, career and school success (<b>cited in Burton, Osborne, &amp; Norgate, 2010</b>). Research has found that children's emotional competence at preschool predicts concurrent and later social competence (<b>Denham et al., 2003</b>), and that socioemotional skills and well-being underpin later academic achievement (<b>Duncan et al., 2007; Greenberg et al., 2003; Berger, Lidia, Alejandra &amp; Neva, 2011; Djambazova-Popordanoska, 2016</b>). Children's social and emotional wellbeing is now recognised as a key factor in determining how well children do at school (<b>National Institute for Health and Clinical Excellence, 2008, 2009</b>), with direct teaching of Emotional Literacy found to increase children's academic achievement and improve behaviour (<b>Durlak, Weissberg, Dymnicki, Taylor, &amp; Schellinger, 2011; Zins, Bloodworth, Weissberg, &amp; Walberg, 2007</b>). When these emotional needs are not met, children are at greater risk for maladjustment (failure to cope with the demands of a normal social environment) (<b>Baumeister &amp; Leary,</b></p>	<p>1,2,5</p>

	<p><b>1995). ELSAarticle-version-for-submission-to-Debateamendmended.pdf (soton.ac.uk).</b></p>	
<p>Yoga within the Physical Education Curriculum (% of funding)</p> <p><b>*At spring term review, this was not used as the yoga teacher cancelled due to illness.</b></p>	<p>School-based yoga programmes have the potential to improve mental health and cognition in neurotypical youth populations. There is strong positive evidence to support the use of School Based Yoga Program for the improvement of depression, self-esteem, subjective and psychological well-being, attention and academic performance and moderate evidence to support anxiety, self-concept, resilience, executive function, inhibition and working memory in neurotypical populations. There was some strong positive evidence to support improvement in self-concept, subjective well-being, executive function and academic performance and moderate evidence for outcomes in attention. We recommend that future research aims to bridge this gap by examining the potential of School Based Yoga Programs that are inclusive to all students. <b>(Hart et al, 2022)</b></p>	<p>3 and 4</p>
<p>Swimming for all within the Physical Education Curriculum (% of funding)</p>	<p>Lanercost has always placed great importance on all children being able to leave primary school capable of swimming competently. Due to the cost of travel, our rural location, a lack of local swimming pool and cost of this activity, ensuring all children from Rec-Y6 get the opportunity to have a 6-week block of lessons is imperative. Swim England states 'Drowning is still one of the most common causes of accidental death in children, so being able to swim is an essential life-saving skill. Swimming also provides loads of</p>	<p>4</p>

	<p>health benefits which can help to keep your children healthy and happy at the same time:</p> <ul style="list-style-type: none"> <li>• Swimming keeps your child's heart and lungs healthy, improves strength and flexibility, increases stamina and even improves balance and posture</li> <li>• Swimming provides challenges and rewards accomplishments, which helps children to become self-confident and believe in their abilities</li> </ul> <p>But health, fun, and confidence are not the only reasons why your child should learn to swim. Learning to swim also opens up the door to a range of other activities.'  <a href="https://www.swimming.org/learntoswim/why-your-child-should-learn-to-swim/">(https://www.swimming.org/learntoswim/why-your-child-should-learn-to-swim/)</a></p>	
<p>Curriculum Enrichment/Uniform, Trips Support. Costs can vary and parents request this support where necessary.</p> <p>PP meal vouchers are sent through all school holidays.</p>	<p>All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. Several funded projects across the EEF support this and this is a fundamental part of our school vision.</p>	<p>2,5</p>

**Total budgeted cost: £4690.20– additional monies required funded through school budget.**

Some of the money has been sourced from other areas as well as using the full allocation of Pupil Premium funding as we deemed these strategies extremely important in supporting children in receipt of Pupil Premium.

Within this statement, there are several activities that support our Pupil Premium and Service Children and are not included. This is due to them being attributed to other premiums within school and our fundamental belief that our curriculum should go above the national curriculum for all children, regardless of their disadvantage status. A factor within this is the small percentage of pupil premium across the school.



## Part B: Review of Outcomes in the Previous Academic Year (2022-2023)

### Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

#### Desired Outcomes for 2022-2023

As there were 0% of Pupil Premium children within school and these targets were made on the basis of service children's premiums and recovery premium, all data is based on all children within the appropriate years.

**Target One:** 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.

2021-2022- No recorded data within school.

2022-2023- SATS data within school for Y6 only.

- 31% Greater Depth GPS
- 23% Expected GPS
- 46% Below Expected GPS

**No comparison available.**

2023-2024- July 2024 data

**Target Two:** Increase overlearning and reinforcement of mathematical facts at home and school.

Y2 – Y6 Maths internal teacher professional judgement progress results from Summer 2021 – Summer 2022

- 16% of children made accelerated progress
- 70% of children made expected progress
- 14% of children made below expected progress

2023-2024- July 2024 progress data

**Target Three:** All children's emotional needs are met swiftly; with targeted action plans and compassion by all staff.

2021-2022- No recorded data within school.

2022-2023- All children who needed early intervention for their emotional needs were met swiftly with weekly ELSA sessions. For children who required additional intervention, they completed the Barnardo's Nurture sessions weekly in the 10-week programme. All children demonstrated a



positive improvement through these sessions. See our internal Mental Health Policy for more information.

2023-2024- July 2024 data

**Target Four:** 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.

2021-2022- 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 difficult to report with great validity.

2022-2023- 94% of children partook in 1+ extra-curricular activity provided by school. 43% of children partook in 4+ extra-curricular activities across the year.

All children in Upper KS2 competed in an optional sporting competition.

87% of children in Lower KS2 competed in an optional sporting competition.

Children across KS1&KS2 partook in additional music tuition lessons.

Pupil voice of the enrichment experiences within the curriculum; for examples, 'Art with Abby' and additional science experiments were notably mentioned by several children across KS1&KS2.

2023-2024- July 2024 data

### 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
Doodle Maths and Doodle Spell	Discovery Education
Times Table Rock Stars	Maths Circle