

Pupil premium strategy statement – Lodge Lane Infant School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	166
Proportion (%) of pupil premium eligible pupils	12
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	Dec 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Rebecca Dewing Headteacher
Pupil premium lead	Nicola Bragger Deputy Headteacher
Governor / Trustee lead	Lee Bennett, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29 100
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£3045
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£32145

Part A: Pupil premium strategy plan

Statement of intent

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, whatever their starting point may be.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or a challenging home life. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments show that there are gaps in phonic knowledge among many of the disadvantaged pupils. 33% of the Year 2 disadvantaged pupils did not pass the PSC in 2022 and one of these receives twice daily small group or 1:1 phonics teaching. 29% of disadvantaged in Year 1 are in the lowest 20% in their year group for phonics. This negatively impacts their development as readers and writers.

2	Assessments, observations, and discussions with pupils indicate underdeveloped oral and written language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to Year 2.
3	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many of them. We have found that although they have not been as heavily impacted, children in Y2 in particular are still facing some challenges that have arisen due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher and parent referrals to the Family Support Worker remain relatively high. Pupils currently require either additional support individually or in a small group.</p>
4	<p>Our attendance data over the last few years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <p>A higher percentage of disadvantaged pupils have been 'persistently absent' compared to their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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
To improve phonics and reading outcomes by end KS1 for disadvantaged children and to narrow the gap between disadvantaged and non-disadvantaged pupils	Pupil Premium data for Y1 phonics and KS1 reading and EYFS GLD will be comparable to that of non-pupil premium pupils and individual gaps in performance will have been narrowed.
To improve receptive and expressive oral and written language skills and attainment among disadvantaged children and to narrow the gap between disadvantaged and non-disadvantaged pupils	Assessments and observations will show a significant improvement in oral and written language skills and in particular, pupil premium data in this area will be comparable to that of non-pupil premium pupils
To achieve and sustain improved emotional well-being and mental health for children and their families	<p>Disadvantaged children will enjoy participating in enrichment clubs and educational visits</p> <p>Sustained low number of EHAPs and FSPs and general referrals</p> <p>Pupil voice will be more positive.</p>

To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance in 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> the overall attendance rate for all pupils being 95% +, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. the percentage of all pupils who are persistently absent (including being late after registers close) being below 5% and the figure among disadvantaged pupils being in line with their peers.
---	---

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: £6995

Activity	Evidence that supports this approach	Challenge number(s) addressed
Renewal of DfE validated Systematic Synthetic Phonics programme , including purchasing reading books to secure stronger phonics teaching for all pupils. (£995 SSP) (£1000 books)	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Employment of a SaLT to assess and review children's expressive and receptive speech and language, and to support staff in the implementation of interventions	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2

(£2000 SaLT) (£3000 S&L interventions)		
---	--	--

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

Budgeted cost: £10325

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>In addition to each class TA, we have also employed two teachers for 7.5 hrs a week each to deliver targeted support around reading and phonics, including:</p> <p>Little Wandle reading sessions</p> <p>Little Wandle Keep Up sessions with individuals and small groups</p> <p>Memory Magic in small groups/ individuals</p> <p>(£8825)</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> <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>Little Wandle Letters and Sounds Revised has been developed by Little Sutton and Wandle English Hubs in partnership with other phonics and early reading experts. Their schools have developed a highly effective Letters and Sounds approach over recent years, with Phonics screening check results consistently amongst the top five per cent in the country. Little Wandle Letters and Sounds Revised has been built around the update (Department for Education – Letters and Sounds improving rates of progress 2021) that they were funded to produce by the Department for Education, as well as drawing on the latest research into how children learn best, how to ensure learning stays in children’s long term memory and how best to enable children to apply their learning to become highly competent readers.</p>	1, 2

We have purchased 50 Lexia licenses for Year 2 children to accelerate their reading progress and fluency. (£1500)	https://www.lexiauk.co.uk/	1, 2

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

Budgeted cost: £14825

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker in place 1.5 days a week supporting parents and children with a range of issues including behaviour, sleep, routines, bereavement, separation, trauma and attachment. This involves being a DSL, leading EHAPs and FSPs, signposting parents to additional support, therapeutic play with children 1:1 and in small groups, seeking pupil voice (£8450)	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life e.g. improved academic performance, attitudes, behaviour and relationships with peers EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	3

<p>Sensory circuit sessions for 7 children</p> <p>(£3000)</p>	<p>Sensory circuits are designed to facilitate sensory processing and are a great way of stimulating children's sensory motor skills ready for learning, as well as regulating them so they are prepared for the transition from school to home</p> <p>https://www.childrenschoicetherapy.co.uk/sensory-circuits/</p>	<p>1, 2, 3</p>
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>(£1455)</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4</p>
<p>Funding for clubs and trips – all disadvantaged children can have free access to one after school club per half term, are fully funded for school trips and receive £30 free uniform each year</p> <p>(£1920)</p>	<p>Whilst physical activity and participation in group activities only has a small impact on academic attainment, social and emotional wellbeing are enhanced by these opportunities and by the feeling of being able to join in with the same activities as peers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p>	<p>4</p>

Total budgeted cost: £ 32, 145

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022-23 academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at a national level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

Lodge Lane				NATIONAL		
	AL L	P P	NON- PP	ALL	PP	NON- PP
R	70	50	75	68	54	73
W	67	50	73	60	44	65
M	77	70	78	70	56	75
Phonic s	85	67	88	79	67	83
GLD	76	29	77	TB C	TB C	TBC

The data demonstrates that our disadvantaged pupils had lower outcomes than our non disadvantaged pupils in all areas, following the national pattern of outcomes.

Our disadvantaged pupils performed better than disadvantaged pupils nationally in reading, maths and phonics.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that attendance of disadvantaged pupils was slightly lower than whole school attendance for 2022-23 and PA was higher.

Based on all the information above, the performance of our disadvantaged pupils did not meet the expectation of performing as well as non-disadvantaged pupils, however they exceeded the target that we set for attainment in Y1 phonics, and for reading, writing and maths at end KS1.

Our evaluation of the approaches delivered last academic year indicates that funding allocated to uniform, clubs and school trips was successful in terms of being fully

inclusive. Funding allocated to academic support had a positive impact on disadvantaged and non-disadvantaged children, in terms of accelerated progress.

Funding allocated to SEMH support had a positive impact as children who had spent time with the Family Support Worker had increased confidence, self esteem and were more engaged in learning. Some children were much better at self regulating both at home and school as a result of the FSW's engagement with families, supporting with strategies for understanding and dealing appropriately with behaviour. Consistency at school and home resulted in those children being more ready for learning.