

# Pupil premium strategy statement – Landkey Community Primary Academy

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	193
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 2023 2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Georgie Gratton
Pupil premium lead	Georgie Gratton
Governor / Trustee lead	Annette Hennessy

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,362
Recovery premium funding allocation this academic year	£2,465
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <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>	£33,827

# Part A: Pupil premium strategy plan

## Statement of intent

At Landkey Community Primary School, disadvantaged pupils are given the opportunity to achieve through providing a broad and balanced curriculum. We encourage them to become lifelong learners who discover their passions and their talents and fulfil their potential. Research shows that disadvantaged pupils can face numerous barriers before they begin their school journey and our aim is to remove these.

‘Put simply, a child’s socio-economic background – things they can’t choose like the street they grew up on and how much their parents earn – have too much of an impact on how well they do at school and the choices they have later in life.’ Teach First website

Our ultimate aim is to prevent this becoming a truth for our disadvantaged pupils and providing them with the tools they need to excel.

While high-quality teaching is at the heart of our approach, as we understand that evidence has been consistently proved to have the highest impact on children closing the attainment gap, we understand for many children, particularly because of the impact of COVID-19, additional measures must be put in place to ensure all children are reaching their greatest potential. The school uses a combination of high-quality teaching, targeted support and a range of wider strategies to support the academic, mental and physical support of disadvantaged pupils to close the gap of their non-disadvantaged peers.

## Challenges

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

Challenge number	Detail of challenge
1	A high percentage of our disadvantaged pupils have SEND (41% of which many of these pupils having multiple or complex needs).
2	Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils .

3	The performance of our disadvantaged pupils is not consistent across the school.
4	The gap between writing results compared to reading and maths is too wide.
5	Our disadvantaged pupils can often present with low self-esteem and low aspirations.
6	Our disadvantaged pupils do not always start school with the same rich and varied life experiences that their peers may have.
7	There are a high percentage of pupils with social, emotional and mental health needs within this group.

## 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
<b>Overall:</b> To ensure the gap between children receiving the Pupil Premium Grant and all other children continues to close and the current level of achievement is at least maintained.	Disadvantaged pupils with SEND (many of these pupils having multiple or complex needs) will make better progress and have better outcomes.
<b>Overall:</b> Teachers continue to deliver quality first teaching and become increasingly skilled at planning effective provision for those children with identified barriers to learning.	Quality first teaching will ensure the performance of PPG pupils is consistent across school. (PPG pupils perform well by the end of year 6 but do not convert from expected at the end of EYFS to expected standard at the end of KS1.)  The gap in progress between writing compared to reading and maths will begin to close.
<b>Teaching:</b> Teaching is consistently good across the school and across the curriculum and all pupils make good progress.	The gap between PPG pupils and their peers will close. All PPG children make good progress and have the opportunity to explore their talents and passions.

<p><b>Teaching:</b> The introduction of the new curriculum inspires and motivates all children to do their best. It improves attitudes, attainment to learning and prepares them to be global citizens.</p>	<p>All children will gain experiences which broaden their horizons and give them an understanding of the world.</p> <p>Subject leaders will become experts in their area</p> <p>Teachers will be well supported in delivering a broad and balanced curriculum</p> <p>Pupils will be engaged and inspired by the new curriculum</p>
<p><b>Targeted academic support:</b> Focus on improving speech, language and communication skills and to identify speech and language needs with appropriate intervention implemented as early as possible.</p> <p>There is a range of high quality talk in the classroom and oracy is key to planning and outcomes.</p> <p>Questioning is of high quality and moves children's' learning on.</p>	<p>Teachers will know how to deliver the curriculum to SEND pupils ensuring good progress</p> <p>Speech and Language needs will be identified early and intervention will be timely and focussed</p> <p>Struggling writers will be identified and intervention timely and focussed</p> <p>Class teachers will be confident in meeting the needs of disadvantaged pupils with complex needs</p> <p>Early reading will be taught effectively and any struggling pupils identified early and intervention timely and focussed.</p>
<p><b>Targeted academic support</b> To develop the skill set of staff with the aim of having specialists in each area of SEND to support both pupils and staff.</p> <p>Teachers and teaching assistants work together to plan effective intervention that helps to close gaps and improve progress.</p>	<p>PPG pupils with SEND will make good progress due to quality first teaching and effective intervention</p>

<p><b>Wider strategies:</b> To ensure disadvantaged pupils social and emotional needs are met through the use of Elsa interventions, jigsaw PSHE curriculum and in school adult support.</p>	<p>Disadvantaged pupils will have good self-esteem, will be ready to learn and perceive themselves as learners.</p> <p>Disadvantaged pupils will have rich and varied experiences which add breadth and quality to their learning experience.</p> <p>Social, emotional and mental health needs will be addressed in the most effective way for the individual</p>
<p><b>Wider strategies:</b> To ensure that PPG have equal access to a varied and rich curriculum, offering a range of opportunities that may not otherwise be experienced. (including trips, residential trips, music tuition and sporting activities)</p>	<p>All pupils will have the opportunity to play an instrument.</p> <p>All pupils in upper KS2 will be given the opportunity to attend a school residential.</p> <p>School trips and visits will broaden experiences and improve the knowledge of all pupils thus removing barriers to learning.</p> <p>Interventions to support social, emotional and mental health needs will be in place throughout the school.</p> <p>Staff will be confident in supporting the social, emotional and mental health needs of all pupils.</p>

## THE PUPIL PREMIUM TIERED MODEL



### 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: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Coaching programme for High Quality Teaching and learning</i>	A peer based coaching programme in school to be implemented which has been evidenced to be the most effective way to develop teacher's practise in the classroom.	1,2,3,4
<i>Curriculum development</i>	Led by Deputy Head teacher, by designing a curriculum that is specific to our pupils we can ensure we plan in opportunities to challenge and overcome these barriers.	2,3,4,6

<i>Leadership time for core subject leaders</i>	Leaders are able to develop their subject and ensure progress is made for all pupils.	3,4
<i>School learning team</i>	To allow for representation from the whole school and ensure the learning of all pupils is regularly monitored.	2,3,5

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

Budgeted cost: £3,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Targeted phonics interventions to ensure keep up.</i>	To ensure children keep up and progress is made.	2,3,4
<i>NELI</i>	Oral language interventions can have a positive impact on pupil's language skills.	1,2

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

Budgeted cost: £6,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>All pupil premium children's trips and residential visits to be paid for</i>	Previous residential trips proven to be positive for pupils	6
<i>ELSA intervention for emotional needs</i>	Work on relational behaviour	7

**Total budgeted cost: £ 34,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

<p>21-22 Outcomes</p> <p>Teaching</p>	<p>Evaluation</p>
<p>To ensure the gap between children receiving the Pupil Premium Grant and all other children continues to close and the current level of achievement is at least maintained.</p>	<p>SENCo making a huge impact to families including PPG/disadvantaged.</p> <p>Training given to all staff to enhance high quality first teaching</p> <p>SEND judged as effective during recent OFSTED</p>
<p>Teaching is consistently good across the school and across the curriculum and all pupils make good progress.</p>	<p>Training took place both as a group most weeks (Covid dependant) and individually when appropriate.</p> <p>Early reading judged as effective during recent OFSTED.</p> <p>Phonics score – 79% (82% NAT)</p> <p>PP phonics score 50% (71%NAT)</p> <p>End of EYFS reading – 81% (76.9% NAT)</p> <p>End of EYFS PP reading – 100%</p> <p>End of KS1 reading – 62% (75% NAT)</p> <p>End of KS1 PP reading - /</p>
<p>Targeted academic support</p>	
<p>Teachers and teaching assistants work together to plan effective intervention that helps to close gaps and improve progress.</p>	<p>All pupils (100%) made progress in reading</p> <p>Y3S - 4WTS</p> <p>Y3S - 4WTS</p> <p>2WTS – 2EXS</p>

	2WTS – 2EXS
To develop the skill set of staff with the aim of having specialists in each area of SEND to support both pupils and staff.	Trust training ongoing. All members of staff will be trained in September
Teachers and teaching assistants work together to plan effective intervention that helps to close gaps and improve progress.	Results: All pupils that took part (22 pupils) made progress and achieved individual writing targets.
Teachers and teaching assistants work together to plan effective intervention that helps to close gaps and improve progress.	RWI results: 81% of EYFS on track 62% of Y1 on track 23% (6 pupils) of Y2 not on track but all made at least 3 levels progress as a result of intervention
Wider Strategies	
To ensure that PPG have equal access to a varied and rich curriculum, offering a range of opportunities that may not otherwise be experienced. (including trips, residential trips, music tuition and sporting activities)	100% of PP children offered residential opportunity in Years 4, 5 and 6.
To ensure disadvantaged pupils social and emotional needs are met through the use of Thrive, Oasis club and mentoring	Intervention being delivered in small groups. 35 pupils have accessed this support to date Counsellor (CBT trained) worked with 4 pupils to date

## 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
NELI	Nuffield Early Language Intervention
ELSA	<a href="https://www.elsa-support.co.uk/">https://www.elsa-support.co.uk/</a>

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>