

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	187
Proportion (%) of pupil premium eligible pupils	13.9% (26)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
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	£32860
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£32860

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 this 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.
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.
8	Attendance for disadvantaged pupils is lower than non-disadvantaged pupils.

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 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.
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 disadvantaged pupils is consistent across school. The gap in progress between writing compared to reading and maths will begin to close.
Teaching is consistently good across the school and across the curriculum and all pupils make good progress.	The gap between disadvantaged pupils and their peers will close. All disadvantaged children make good progress and have the opportunity to explore their talents and passions.

<p>The school's ambitious 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>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>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>Disadvantaged pupils with SEND will make good progress due to quality first teaching and effective intervention.</p>

<p>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>To ensure that disadvantaged pupils 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 and financially supported with this.</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>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2024/25 demonstrated by: the attendance gap between disadvantaged pupils and their non-disadvantaged peers to be reduced by 2%. the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</p>

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: £ 25,258

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
<i>Purchase of RWI systematic synthetic phonics programme to secure stronger phonics teaching for all pupils.</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantage pupils.	3,4
<i>KS2 outcomes focus</i>	Use of test base to enable specific targeted teaching	3,4

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

Budgeted cost: £3,582.41

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted phonics interventions to ensure keep up.</i>	To ensure children keep up and progress is made.	2,3,4

<i>Speech and language link programme</i>	Oral language interventions can have a positive impact on pupil's language skills.	1,2
<i>Accelerated reader programme</i>	To ensure reading progress is made for all pupils.	1, 2, 3, 4, 6

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

Budgeted cost: £5,019

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>	Targeted interventions	7
<i>Whole school relational behaviour approach training and ethos</i>	Work on relational behaviour, universal approach	7
<i>Attendance monitoring</i>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. DFE's Working Together to Improve School Attendance Fortnightly attendance meetings and review by SLT	8

Total budgeted cost: £ 33,859.41

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 previous 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 national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

GLD, Y1 phonics

	Whole cohort	PP	PP number of children	National-all	National-PP
GLD	79%	100%	1	67%	52%
Y1 phonics	76%	100%	3	79%	67%

The data demonstrated that disadvantaged children exceeded expectations in Early Years and Y1 phonics data. Any gaps were addressed through systematic synthetic phonics teaching or other targeted interventions. The overall phonics results are lower than national and are a focus for this coming year. Children are followed up termly through pupil progress meetings and half termly phonics assessments are completed.

KS2 SATs results

	Reading	Writing	Maths	Combined
Whole cohort	78%	75%	81%	69%
PP (4 children)	50%	50%	75%	50%
National-all	73%	71%	73%	60%
National-PP	60%	59%	60%	44%

The data demonstrates that in KS2 disadvantaged pupils do not perform as well as others, this is particularly evident in reading and writing. These results are below national apart from in maths for disadvantaged children and are a focus for this coming year. It should be noted the number of pupil premium children within that cohort was only 4.

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

Attendance

Whole school	94.6%
Pupil premium	91.6%

The data demonstrated that disadvantaged pupil's attendance was lower than others. This is a focus this year and we are reviewing individual cases on a fortnightly basis. The attendance policy has been reviewed to include the latest DfE guidance and this has been shared with families. We also work closely with the local authority Attendance Improvement Officer to intervene early with families where there is persistent absence.

Based on all the information above, the performance of our disadvantaged pupils exceeded expectations in EYFS and phonics but did not meet expectations in all KS2 areas or overall attendance, and we are at present working to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that our phonics and EYFS focus were particularly effective during the previous academic year].

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year with a focus on KS2 outcomes.

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
ELSA	https://www.elsa-support.co.uk/
Nessy	Literacy support for dyslexia that follows the Science of Reading Nessy

Ruth Miskin RWI	Read Write Inc. Phonics - Ruth Miskin Literacy
Speech and Language Link	Home - Speech and Language Link - SLCN support for schools
Accelerated Reader	Accelerated Reading Program Renaissance
Test base	Testbase Giving you the freedom to teach Primary Assessment