

Lyminster Primary School's Pupil premium strategy statement



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	215
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2024
Statement authorised by	Mr S McGinley, Headteacher
Pupil premium lead	Mrs G Terrill, Deputy Headteacher
Governor / Trustee lead	Mrs C Williams, Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,990.00
Recovery premium funding allocation this academic year	£6,416.25
Pupil premium (and recovery premium*) funding carried forward from previous years	£5,718.18
Total budget for this academic year	£75,124.43

Part A: Pupil premium strategy plan

Statement of intent

At Lyminster Primary School, we believe that an inclusive curriculum allows all our children, regardless of background or need, to achieve their full potential. We use our Pupil Premium funding to improve educational and pastoral outcomes for the disadvantaged children in our school. All members of staff and the Governing Body are committed to meeting their needs in a caring and nurturing environment.

Our overall objective for our disadvantaged children is to achieve at least in-line with non-disadvantaged children in our school and nationally by the time they leave our school. Through reducing the identified barriers to learning, including for SEND and challenging our more able children, it is important that our children reach their academic potential.

We prioritize pastoral care, supporting children to be ready to learn each day. Our staff endeavour to know all our children and their families, evaluate their needs, adapt provision, practice and signposted support accordingly.

Challenges

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

Challenge number	Detail of challenge
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1	Language skills are not secure and cannot be applied to written work. This is more prevalent among our disadvantaged pupils and therefore signifies a language and vocabulary gap.
2	Life experiences and general knowledge is a barrier to reading comprehension.
3	Expressive language in Early Years is often limited. Early identification of difficulties has led to a growing proportion of children now receiving specific speech and language support across the school.
4	Aspiration is limited and reduces intrinsic motivation for achieving at school.
5	Children lack resilience when problem-solving, particularly in mathematics.
6	Self-regulation and low self-esteem affect a significant proportion of our disadvantaged children, often linked to poor mental health in families.
7	Internal assessments and observations indicate that the education of many disadvantaged pupils has been impacted by partial school closures to a greater extent than other pupils. Our school is similar to the national picture. This has resulted in significant knowledge gaps, leading to pupils falling further behind age-related expectations across the curriculum.
8	All children do not arrive at school 'ready to learn'. This includes children who have had a chaotic start to their day and may not be fed or clothed adequately.

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
Improved progress and attainment in reading among disadvantaged pupils	<ul style="list-style-type: none"> - 75%+ expected attainment scores in KS1 and KS2, including disadvantaged children; - Achieve expected standards in phonics by the end of Year 1 and Year 2.
Improved progress and attainment writing among disadvantaged pupils	<ul style="list-style-type: none"> - 75%+ achieve expected attainment scores in KS1 and KS2 end of key stage assessments, including disadvantaged children.
Improved progress and attainment mathematics among disadvantaged pupils	<ul style="list-style-type: none"> - 75%+ children scoring 38+ out of 40 in the Year 4 multiplication check;

	<ul style="list-style-type: none"> - 75%+ children achieve expected attainment scores in KS1 and KS2, including disadvantaged children.
To develop oral language skills and vocabulary among disadvantaged pupils	<ul style="list-style-type: none"> - Assessment and observations indicated significantly improved oral language and vocabulary use; - Improved scores in BPVS, NELI and SATS, supported by evidence from learning walks, pupil progress meetings, pupil voice and other monitoring.
To sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils	<ul style="list-style-type: none"> - Qualitative data from pupil voice; - Pupil & parent survey information demonstrates high levels of pupil well-being.
Narrow the attainment gap caused by partial school closures	<ul style="list-style-type: none"> - Disadvantaged pupils achieve in-line with school peers in reading, writing and mathematics (combined).

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: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £54,279

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher in Years 5 (1/2 day per week), enhancing provision and addressing misconceptions in writing and mathematics	EEF Teaching & Learning Toolkit: Small Group Tuition	1, 5, 7
Additional teacher in Year 6 (1/2 day per week), enhancing provision, addressing misconceptions and developing text technique in mathematics	EEF Teaching & Learning Toolkit: Small Group Tuition	1, 5, 7
Specialist Speech & Language Teaching Assistant delivering 1:1 intervention and liaising with the Speech & Language Therapy Service for specialist advice and individual goals/programs of work.	EEF Teaching & Learning Toolkit: Oral Language Interventions EEF Teaching & Learning Toolkit: Teaching Assistant Interventions EEF Teaching & Learning Toolkit: One to One Tuition	1, 7, 8
Additional Teaching Assistant support for children with compound disadvantage	EEF Teaching & Learning Toolkit: Small Group Tuition EEF Teaching & Learning Toolkit: Teaching Assistant Interventions EEF Teaching & Learning Toolkit: One to One Tuition EEF Teaching & Learning Toolkit: Metacognition & Self-Regulation	1, 5, 7

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

Budgeted cost: £20,845

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke Learning Mentorship	EEF Teaching & Learning Toolkit: Mentoring EEF Teaching & Learning Toolkit: Behaviour Interventions EEF Teaching & Learning Toolkit: Metacognition & Self-Regulation EEF Teaching & Learning Toolkit: Social & Emotional Learning	4, 5, 6 & 8
Family Liaison to signpost our most vulnerable families to support from the community, agencies and charities.	EEF Teaching & Learning Toolkit: Social & Emotional Learning EEF Teaching & Learning Toolkit: Parental Engagement	2, 6 & 8
Careers Day to promote aspiration and build community links	Carmel Research School: Enrichment for a Richer School Experience	4
Support for children to access trips, including the Year 6 residential (equity & equality)	Carmel Research School: Enrichment for a Richer School Experience	2
Uniform costs	EEF Teaching & Learning Toolkit: School Uniform	4, 6 & 8
Participation in extra-curricular clubs	EEF Teaching & Learning Toolkit: Extending School Time EEF Teaching & Learning Toolkit: Physical Activity DfE/EEF Literature Review: The Impact of Non-Cognitive Skills on Outcomes for Young People	2, 4, 6

Total budgeted cost: £75,124

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The Pupil Premium funding and strategy have positively impacted on the disadvantaged children at Lyminster Primary School.

It is important to note that the cohort size does not allow for statistically significant groups when evaluating data trends.

Learning Performance: reading

Children in receipt of PPG achieve well in phonics. At the end of Year 1, 9 out of 10 children achieved a pass mark. In Year 2, 8 out of 9 children had already achieved a pass mark in Year 1.

At the end of KS2 disadvantaged pupils make good progress in reading, making better progress than their peers both across the Local Authority and nationally.

Learning Performance: writing

Progress is broadly in-line with Local Authority non-disadvantaged pupils for writing by the end of Key Stage 2.

Learning Performance: mathematics

Progress in mathematics by the end of KS2 needs to improve. Attainment outcomes were also less positive for disadvantaged learners who did not achieve a combined score in reading, writing and mathematics in the same quantity as non-disadvantaged pupils locally or nationally.

Oral Language

There are 21 children on the SEND register who are eligible for the PPG. 9 of these children have speech and language identified as their primary area of need, 6 of whom receive specialist support through the Speech and Language Therapy Service and a school-based specialist Teaching Assistant.

Well-Being

Drawing and talking was introduced as a response to emotional healing needs. Implementation required CPD for a key member of staff. Pupil feedback has been positive and intervention outcomes demonstrate an improvement in well-being through the development of the play scenarios that are demonstrated during the sessions. Other approaches that were used include outdoor learning, explicit friendship teaching, peer mentorship, responding to online safety concerns. Pupil voice is also becoming systematically captured for our most vulnerable learners, including those in care.

Signposting and direct support has been accessed by families, including those needing financial assistance, mental health services for both children and adults. Community resources have been built upon and donations are now regularly received from our local Morrisons supermarket as well as the Littlehampton Community Fridge.

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