

Pupil premium strategy statement – Lyminster Primary School

This statement details our school's use of pupil 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	204
Proportion (%) of pupil premium eligible pupils	27.45%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/25 – 2026/27
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Mr S McGinley, Headteacher
Pupil premium lead	Mrs J Jobbings, Leader of Learning
Governor / Trustee lead	Mrs C Williams, Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,840
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£79,840

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, including ensuring progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is 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 progress for 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	We have identified through assessments and observations that there are underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are throughout the school and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Lack of aspiration, confidence and/or cultural capital. Our disadvantaged students can sometimes find it difficult to cope with the demands of school life and this impacts their learning. They can struggle to find aspiration for their

	futures. Some disadvantaged students have narrow experience of life outside of school
3	Attendance rate below that of non-disadvantaged peers, impacting on learning time and engagement (92.84% v 95.91%). <i>Our attendance data over the last X years indicates that attendance among disadvantaged pupils has been between X - Y% lower than for non-disadvantaged pupils.</i> <i>X - Y% of disadvantaged pupils have been 'persistently absent' compared to X - Y% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</i>
4	Children lack resilience when problem-solving, particularly in mathematics.
5	Life experiences and general opportunities for exposure to enhanced provision outside of the school setting has a detrimental impact to the attainment levels of our 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved aspirations of disadvantaged students. Disadvantaged students having the opportunity to access activities/trips/interventions that help develop improve cultural capital and develop the 'whole child'.	PP students are disproportionately represented in activities/trips/events. Disadvantaged pupils regularly attending extra-curricular activities.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: <ul style="list-style-type: none"> the attendance gap between disadvantaged pupils and their non-disadvantaged peers being eradicated. the percentage of all pupils who are persistently absent being below X% and the figure among disadvantaged pupils being no more than X% lower than their peers.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Increased scores in termly assessments, KS2 maths outcomes and improved engagement in lessons evident in learning walks.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Premium Champion to help with careers events and focus on raising standards.</p>	<p>‘Young people who have a good understanding of what they need to do in school to achieve their career ambitions, and who combine part-time work with full-time study, do a lot better economically later in life than their peers. Young people from poorer homes are more likely to be uncertain about the qualifications they need to access their chosen career and get the skills they need.’ EEF – What is the impact of careers education on improving young people’s outcomes? https://educationendowmentfoundation.org.uk/public/files/Presentations/Publications/Careers_Education_summary_infograph.pdf</p> <p>The Pupil Premium Champion will focus on the analysis of and actions/interventions in response to school data. This will mean that where areas of provision or specific students are identified as requiring development or support, strategic actions will be implemented, and their impact monitored</p>	<p>1, 2, 3, 4</p>
<p>Everybody Achieves – teacher release time for PP Lead/ Assistant /Head to attend conferences, training and visits to partner school to share approaches in how to narrow the attainment gap for disadvantaged pupils.</p>	<p>The Everyone Achieves project aims to empower West Sussex school leaders to develop and apply effective strategies that raise the outcomes for disadvantaged children and young people in their setting. Collaborative working with participant schools and local authority advisers is a fundamental pedagogy. This approach has been widely recognised by participants as an essential lever for change. We draw on regional and national expertise and use the best available evidence to inform our work, whilst always keeping the experience of the individual child at the very heart of what we do.</p>	<p>1, 2, 3, 4</p>
<p>Quality First/First and Best teaching Ensure all students have access to quality first teaching</p>	<p>‘Quality teaching helps every child. Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn’t create an artificial separation from whole class</p>	<p>1, 2, 3, 4</p>

	teaching' https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium	
PP First Initiative – staff focus on key strategies to prioritise PP students in the teaching and learning process as appropriate	A PP First approach and knowledge of students is crucial. http://www.se3http://www.sec-ed.co.uk/best-practice/pupil-premium-general-and-targeted-interventions/ed.co.uk/best-practice/pupil-premium-general-an4-targete4-interventions/	1, 2, 3, 4
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF	1

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

Budgeted cost: £44538

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic Mentoring – Maths and English academic mentors implemented	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: One to one tuition EEF (educationendowmentfoundation.org.uk) and in small groups: small group tuition Toolkit Strand Education Endowment Foundation EEF “Mentoring appears to have a positive impact on academic outcomes. Studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.” EEF Teacher Toolkit Mentoring	1, 4

<p>Pupil Premium Lead release time to monitor impact of strategies and to continue implementation within school as well as with parents.</p>	<p>Cross-curricular and wider reaching work to support effective teaching and learning. Raising the profile with parents, carers and staff so that stakeholders can work together effectively for the benefit of the child. Work by the EEF shows parental engagement to have a moderate impact. 'The Teaching and Learning Toolkit' suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.' https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	<p>All</p>
<p><i>1:1 adult support for PPG children with additional needs</i></p>	<p>Targeted support of PPG children helps to address issues with attainment and progress. The nature of support varies by child, but includes strategies such as: pre-teaching, small group support, and specific intervention programmes. This includes support in our Early Years setting, where adult support is highly valued. Evidence of learning, including formative assessment and book looks show that these approaches are successful in boosting children's understanding and their ability to access new material. These strategies also support retention and codifying learning into their long term memory.</p> <p>"One-to-one tuition can be effective, providing approximately 5 additional months progress on average." EEF</p> <p>Research by the EEF indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p>	<p>1, 4</p>

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

Budgeted cost: £36000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Bespoke Family Liaison and Learning Mentorship including family Liaison to signpost our most vulnerable families to support from the community, agencies and charities.</p>	<p>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</p> <p>EEF Teaching & Learning Toolkit: Social & Emotional Learning EEF Teaching & Learning Toolkit: Parental Engagement</p>	<p>All</p>

Uniform Costs	EEF Teaching & Learning Toolkit: School Uniform	
Trip Costs	Carmel Research School: Enrichment for a Richer School Experience	

Total budgeted cost: £90,538

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal 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).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.