

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022-23 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Latton Green Primary Academy
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	18.6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2020-2021 2022-2022 2022-2023
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Jo Coton
Pupil Premium Lead/Trust Disadvantaged Champion	Laura Ciftci
Governor / Trustee Lead	Koulla Anslow

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,250
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year.	£69,250

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium funding is a national initiative, launched in 2011, designed to raise attainment for all disadvantaged pupils. A pupil is identified as pupil premium if they:

- are eligible for free school meals or have been eligible in the previous six years
- have been looked after, or are covered by a guardianship or residency order
- have been adopted from care
- have a parent serving in the armed forces

‘Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, schools can make a difference. In England, the gap has closed in both primary and secondary schools since the introduction of the Pupil Premium, and in every part of the country schools have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.’

Education Endowment Foundation –
The EEF Guide to Pupil Premium funding

For further details visit:

https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf

At Latton Green Primary Academy we are committed to addressing disadvantage; within our school, trust, wider community and on a national level. Fundamentally, we want to empower our community and all its stakeholders, to think and act differently when addressing the causes of socioeconomic disadvantage on learning. To this end we have a nominated Disadvantaged Champion, who is working alongside, Marc Rowland (EEF/Unity Schools Research) and Harlow Education Consortium to establish a community wide Disadvantaged Strategy. This work has highlighted five core elements to focus on, all of which mirror national research and have assisted Jerounds to develop a long-term approach, focussed specifically upon the needs of our pupils. The five core elements are:

- Relationships;
- Metacognition and self-regulated learning;
- Social, emotional and mental health (SEMH);
- Language development and communication;
- EYFS.

We recognise that the bedrock on which all other elements need to be established is **relationships**; especially as the foundation for learning. Our plan focuses specifically on evidence-based practice of the four key elements to champion our Pupil Premium pupils - ‘Learners not labels’. Likewise, we have a nominated governor with a specific ‘Disadvantaged Strategy’ focus, who is also responsible for measuring the strategies impact upon our pupils and families; our culture of **‘purpose, positivity and**

regular reflection’ (Rowland 2021) for our pupils, drives aspirations and better outcomes for our whole school community.

It is recognised that support from governors needs to be long-term and that there should be an understanding from all parties that our aims are also long term and that the impact will not be immediate (tiered-approach). To ensure all our disadvantaged strategy aims are met, we have established a whole school culture - a collaborative approach *with* SLT, teachers, pupils and governors - championing the view, that education has a powerful role to play in the improvement of life changes and life choices, irrespective of socioeconomic background. This rationale has been adopted by the whole school, to inform an evidence-informed strategy focussing on our pupils’ most pressing issues. Quality first teaching (including the appointment of specialist teachers) is not sufficient, alone. As a result, our funding is to be used to develop staff through weekly, ***high quality***, professional development; in relationships, metacognition and self-regulation, social, emotional, mental health and well-being and language development and comprehension. Similarly, funding will provide wider family support - both inside and outside of the classroom; an established family support team, a Family Liaison Officer, Place2Be, trust Safeguarding Lead. All services provide a cohesive strategy for improved outcomes for our pupils.

Moreover, we recognise that early intervention is critical. The earlier we can intervene, and improve our disadvantaged pupils as learners, the better chance they will have of thriving throughout their schooling. Interventions align to our more long-term, wider school development plans (SIP/subject action plans) and partnerships. For example, this year (since July 2021) we have been working with Herts for Learning Early Years team to support our Early Years provision and in 2022-23, we intend to develop and formalise our Oracy offer further. Research indicates that both initiatives address the impact of socioeconomic disadvantage on learning in the long term - the ***causes*** rather than the ***symptoms***.

Finally, our evidence of need is identified through diagnostic assessment (academic and pastoral), pupil voice, teacher voice, classroom observations, open, honest discussions with families and an in-depth understanding of our community in Harlow and the challenges our pupils face.

‘Effective assessment helps support better learning.’

(M.Rowland, 2021)

Challenges

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

Challenge number	Detail of challenge
1	Language development and communication – Vocabulary/Oracy gap between disadvantaged and non-disadvantaged (EYFS-Yr 6)
2	Attendance is below the national average – gap between PP and non-PP
3	SEMH (TPP/Zones of regulation), including pupil wellbeing
4	Metacognition and self-regulation
5	Lack of cultural capital and need for high quality teaching over time (quality Professional Development)

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
1. Language development and communication - Vocabulary gap between disadvantaged and non-disadvantaged. Ensuring that teachers provide a rich-vocabulary environment and directly teach vocabulary to enhance understanding (EYFS through to Yr6). Quality Professional Development (weekly INSETs/coaching/triads/Peer observations). Oracy-led approach to assemblies (class/phase and whole school).	Pupils meet national standards in reading, writing and spoken language and make good progress from their starting points. Confident, <i>fluent</i> readers. Love of reading with access to quality texts. EYFS filling the ‘word’ gap ensuring an easy transition into KS1. Likewise, all KS1 pupils access the KS2 curriculum, and KS2 access KS3 curriculums. Fluent writers with a good grasp of GPS. Confident speakers – proficient with sentence stems/sense of audience/Oracy Framework
2.Attendance for those with Pupil Premium increases so that more learning can take place. Pupils access classroom learning on a daily basis to support meeting national standard and closing gaps in all subjects.	The gap between those disadvantaged and non-disadvantaged closes, increasing time at school. Access to Wrap Around Care to facilitate attendance.
3.SEMH/Trauma Perceptive Practice embedded across the school community. All staff, pupils, governors and parents - developing secure attachment/belonging/relationships/language. A <i>‘through school approach’</i>.	Positive relationships and readiness for learning across the school. Pupils access learning and have secure attachment in the school setting. Parents become skilled in the language of TPP and manage challenging behaviours at home (SEMH).

Parent pilot for 2021-22 – relationships/belonging (targeted participation) Second round of courses for 2022-23 (spring term) Staff refresher training September'22	Higher engagement for families in need of support. Non-judgemental attitudes to encourage early help. An established family support team (FLO/SEND Team/AHT/DSL) providing a cohesive strategy for improved outcomes.
4. Metacognition and Self-regulation to be explicitly taught to all staff during a cycle of quality professional development, throughout 2020-21, 2021-22, 2022-23. High quality whole school culture, ownership and 'buy-in' to address disadvantage · Explicit teaching of the metacognitive process, through wholeclass teaching and interventions, with a focus on early reading and early maths.	Pupils' behaviours for learning and self-regulation are reflected in daily lessons: Metacognition + Cognition + motivation = self-regulated learners. <i>'Confidence to try and the resilience to fail'</i> Accelerated progress from starting points (up to seven months) through the provision of high-quality, low-cost pedagogy for all staff and pupils. Improved behaviours for learning.
Enhanced learning/enriched curriculum and cultural capital across the curriculum. – providing multiple opportunities for enrichment (including Drama and Oracy). 50 Things at Latton Green Young Voices Critical pathways to local sports clubs Theatrical productions – visits and visiting workshops.	All pupils are exposed to high quality cultural experiences; especially within the Arts. Cultural capital is developed through pre-teaching of tier two and tier three vocabulary. Similarly, PP/SEND, beyond ordinarily available; with reasonable adjustments to ensure accessibility. For example, using social stories and pre-teaching of vocabulary in preparation of a theatre visit.

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)

‘Professional Development programmes must consider both subject knowledge and subject-specific pedagogy in order to achieve their full potential.’

Developing Great Teaching – Teacher Development Trust

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged Champion - monthly sessions alongside SLT - to enhance teaching and learning through CPD programme. Upskilling ALL school staff.	- Quality Assurance of Teachers’ Continuing Professional Development – Rapid Evidence Review (Wellcomm; April 2019) - Teacher Feedback to Improve Pupil Learning (EEF; Sept 2021) <i>As Beck et al identified in ‘Bringing Words to Life’</i>. We deepen knowledge through robust vocabulary instruction, not simple word exposure - Addressing Educational Disadvantage in schools and colleges (Marc Rowland; 2021) - A whole Essex approach to ‘focus on the causes of disadvantage, not the symptoms.’ (Marc Rowland 2021) - A ‘learning led approach’, not a ‘label led approach’ through the Disadvantaged Strategy - to fully address disadvantage.	1 – Vocabulary Gap (Language and communication) 2 - Attendance 3 – TPP 4 – Metacognition and Self-regulation 5 – Lack of cultural capital
Identifying Tier 3 vocabulary in all areas and exposing this through direct teaching, texts and modelling via everyday interactions.	- Addressing Educational Disadvantage in schools and colleges (Marc Rowland; 2021) - Closing the Vocabulary Gap (Alex Quigley; 2021) - Oral Language Interventions (EEF; 2021) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1 – Vocabulary Gap (Language and communication) 4 – Metacognition and self-regulation 5 – Lack of cultural capital
PE specialists/drama workshops to enhance	Specialist Teachers or Teachers who Specialise? (Research School Network; 4 May, 2020) https://researchschool.org.uk/news/specialist-teachers-or-teachers-who-specialise	1 – Vocabulary Gap (Language and communication)

learning, cultural capital and teacher development.		4 – Metacognition and self-regulation 5 – Lack of cultural capital
Establishment of shared TDL (Teaching and Development Lead) role to enhance ECTs and subject leaders. Strong mentor programme to support both first and second year ECTs	- What are the characteristics of teacher professional development that increase pupil achievement? Protocol for a systematic review (Sims et al; January 2021) - Retain: CPD for Early Career Teachers of KS1 - Pilot report and executive summary (EEF; May 2018)	1 – Vocabulary Gap (Language and communication) 3 – TPP 4 – Metacognition and self-regulation 5 – Lack of cultural capital

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

‘This includes effective questioning and the use of assessment by teachers. Specific practices, like reviewing previous learning, providing model responses for students, giving adequate time for practice to embed skills securely and progressively introducing new learning (scaffolding), are also found to improve attainment.’

What makes Great Teaching – Prof. Rob Coe

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics 1:1 catch up sessions and small group sessions. (LB)	- Phonics (EEF; 2021) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics - One to one tuition (EEF; 2021) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1 – Vocabulary Gap (Language and communication) 4 – Metacognition and self-regulation Early Reading/maths

Development Days from Ruth Miskin to support leadership (EY Lead/Phonics Lead) Development Days from Herts for Learning (improve EYFS provision/leadership of EYFS) Metacognition and self-regulation training (trust wide) TPP – Family relationships and Belonging training	- Effective Professional Development – Guidance Report (EEF; October 2021) - How do school leaders successfully lead learning? (NCSL -2011) - Leadership for closing the gap and reducing variation in outcomes: developing a framework for action (NCSL - 2011) Herts for Learning: https://www.hertsforlearning.co.uk/teaching-and-learning/early-years-advisory-and-consultancy-services-schools - EEF Metacognition and Self-regulated Learning Guidance Report - Seven recommendations for teaching self-regulated learning and metacognition https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition https://schools.essex.gov.uk/pupils/SEND/Pages/SEMH---Trauma-Perceptive-Practice.aspx	4 – Metacognition and Self-regulation. Early Reading & phonics 1 – Vocabulary Gap (Language and communication) 4 – Metacognition and Self-regulation. Reading & maths 3 – TPP 2 - Attendance
Further EPS/CUL/ WellComm/Visual Coding/Breaking Barriers/Smart thinking/ Time to Talk/Talk About Morph mastery/Analytic phonics/RWInc sessions. Reading and Writing Strategy. Vocabulary Toolkit Oracy – commitment to developing spoken language	- Machin, S., Murphy, R., Hanushek, E. (2011). Improving the impact of teachers on pupil achievement in the UK – interim findings. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions (EEF: Oral Language Intervention Research) - Supporting pupils with SEND – 3 key messages for schools (EEF; 2018) https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-pupils-with-send-what-weve-learned-so-far https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1 – Vocabulary Gap, Language and communication 4 – Metacognition and Self-regulation. Early Reading & Phonics, Numeracy 2 - Attendance

Assessment not assumptions	Standardised tests (PUMA/PIRA) and Gap Analysis to drive interventions and need.	4 – Metacognition and Self-regulation. Early Reading & Phonics, Numeracy
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £25, 250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raising attendance through using 'nudge theory' and strong communication, targeting those under 96%.	- An evidence informed approach to improving attendance (Research Schools Network; March 2018) https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance - Nudge theory argues that if we wish to alter people's behaviour in a particular direction, it's more effective to encourage positive choices rather than restricting unwanted behaviour with sanctions. - Improving school attendance: support for schools and local authorities (DfE – 27th September 2021) https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	2 – Attendance 3 – Metacognition and self-regulation
Further establishing Trauma Perceptive Practice with staff training and school systems, coupled with Place2Be services for further support MIND Essex Inclusion Partner (EP)	- Mental health and behaviour in schools (Department for Education; 2018) - Whole school approaches to promoting mental health: what does the evidence say? (UBPU: Manchester Institute of Education; 2021)	3 - TPP
Family Liaison Officer appointed and based at the school to engage	Engaging families in learning – A thematic inspection of family learning (Education Scotland; February 2021) Early Intervention is key	3 – SEMH/TPP

with families in need of support. EWO – to discover the needs of families and challenges to attendance.	An evidence informed approach to improving attendance (Research Schools Network; March 2018) https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance	2 – Attendance
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Total budgeted cost: £69, 250

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

2021-2022

Measure	Score
Achieving GLD at end of EYFS	67% (2/3) PP pupils achieved GLD 72% (18/25) Non-PP achieved GLD
Achieving expected standard in end of Year 1 Phonics Screening Check	100% (2/2) PP pupils passed 89% (25/28) Non-PP pupils passed
Meeting expected standard at KS1 in Reading	100% (3/3) PP pupils 58% (15/26) Non-PP
Achieving high standard at KS1 in Reading	33% (1/3) PP pupils 12% (3/26) Non-PP pupils
Meeting expected standard at KS1 in Writing	33% (1/3) PP pupils 54% (14/26) Non-PP pupils
Achieving high standard at KS1 in Writing	0% (0/3) PP pupils 4% (1/26) Non-PP pupils
Meeting expected standard at KS1 in Maths	67% (2/3) PP pupils 73% (19/26) Non-PP pupils
Achieving high standard at KS1 in Maths	67% (2/3) PP pupils 15% (4/26) Non-PP pupils
Meeting expected standard at KS2 in Reading	75% (9/12) PP pupils 89% (16/18) Non-PP pupils
Achieving high standard at KS2 in Reading	25% (3/12) PP pupils 44% (8/18) Non-PP pupils
Meeting expected standard at KS2 in Writing	67% (8/12) PP pupils 89% (16/18) Non-PP pupils
Achieving high standard at KS2 in Writing	25% (3/12) PP pupils 28% (5/18) Non-PP pupils
Meeting expected standard at KS2 in Maths	67% (8/12) PP pupils 89% (16/18) Non-PP pupils
Achieving high standard at KS2 in Maths	25% (4/12) PP pupils 28% (5/18) Non-PP pupils

This Pupil Premium Strategy Plan is continued from the previous (2021-2022) academic year as part of a 3-year programme. Pupil evaluations were undertaken throughout the academic year, with the school tailoring outcomes according to our gap analyses to prioritise learning throughout the COVID-19 pandemic.

The school uses standardised tests (PIRA, PUMA, GAPS) on a termly basis to oversee achievement. In addition, soft data e.g., pupil behaviours, relationships and provision are also taken into account to modify and develop further actions.

Please note that due to the COVID-19 pandemic, performance measures have not been published for 2020-21 or 2021-22.

The first year of our tiered approach in 2020-21 was reviewed to governors in July, 2021, and again in July 2022. We are now about to commence our third year of this tiered approach with a final Strategy Review for July 2023.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NA	NONE

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<i>As detailed above – Latton Green adopts a whole school approach for ALL children</i>
What was the impact of that spending on service pupil premium eligible pupils?	<i>As detailed above - Latton Green adopts a whole school approach for ALL children</i>

Further information (optional)

The school prides itself on being an inclusive school for all pupils. As a result of this, we also ensure that we provide ongoing funds for:

- Breakfast club and after school clubs
- Place2Be Counselling and Place2Talk sessions
- Trust Safeguarding officer
- EWASS (Educational Welfare), including attendance
- Family Liaison Officer
- Specialist teachers for PE
- Inclusion and SEND team including ASD, SpLD, Speech and Language specialists
- Extra-curricular clubs
- Curriculum enrichment opportunities
- Mathematics specialist support
- Intervention programmes led by support staff
- CPD for teaching and support staff
- Interventions programmes including training for support staff
- Uniforms for all
- Graduate Pre QTS programme
- Interactive boards
- Now Press Play

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