



Headteacher: Mr Richard Foster
School Business Manager: Miss Katie Bythell

Pupil premium strategy statement 2023 - 2024

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Lugwardine Primary Academy
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils	7.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 year plan from September 2022
Date this statement was published	October 2023
Date on which it will be reviewed	January 2024
Statement authorised by	Richard Foster, Headteacher
Pupil premium lead	Richard Foster, Headteacher
Governor / Trustee lead	Deb Probert

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,370
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	£20,370
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	



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 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

We believe that children can only learn when their basic needs are met and through effective relationship development and pastoral support we ensure this is in place. To this end we also support disadvantaged pupils to develop resilience, teamwork, and a positive growth mindset.

Our intent can be seen in our whole school curriculum intent:

At Lugwardine Primary Academy we develop children as resilient learners who have the knowledge, understanding and skills to be responsible and effective members of their community.

The curriculum we teach will enable our learners to be confident members of both their local community and the wider world. The children will leave Lugwardine Primary passionate about their beliefs and equipped with the knowledge and skills they need to achieve their full potential.

Our curriculum is designed to inspire, support and include. We believe that by developing the whole child, pupils will learn to transfer the skills and knowledge across different settings and circumstances. We believe all children benefit from a range of learning opportunities and seek to develop their experiences both inside and outside the classroom.

Our intent is for disadvantaged pupils to leave LPA ready to take on the next challenges in their education journey, ready to play a part in their community, and ready to respond effectively to the difficulties they may face as they continue to grow and develop.

Alongside high quality wave 1 teaching, we provide focused interventions and support (both inside and outside the classroom) and also strategically delivered pastoral support. Additionally, disadvantaged children benefit from targeted Forest School sessions throughout the year.



Challenges

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

Challenge number	Detail of challenge
1	Our attendance data over the last few years indicates that attendance among disadvantaged pupils can be improved. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Nationwide this is a recognized problem with two in five disadvantaged pupils persistently absent. The gap in attendance is 21.2% nationwide.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in social and emotional and behavioural difficulties, significant knowledge gaps and is especially seen in the phonic development and concrete use of manipulatives in maths.
4	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils and the development of cultural capital.

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.



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Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes show above local and national average percentage of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by X%. • 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.



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: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 Toolkit Strand Education Endowment Foundation EEF	2
ELSA training for staff member	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	3

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

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of and training in Phonics interventions following Essential Letters and Sounds to	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily	1



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secure stronger phonics teaching for all pupils.	comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	
Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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	1

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches via TeamTeach with the aim of developing our school ethos and improving behaviour across school. Redevelopment of a relational approach to behaviour management. Conduct Attachment Research Community audit to identify and address areas where Trauma Informed practice would support pupils SEMH needs.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3



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Forest School sessions for children in receipt of pupil premium in addition to their timetabled allocation.	There is a positive impact on academic outcomes due to outdoor adventure activities as well as a positive impact on wider school experiences. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	1, 3
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £21,000



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