

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Lytham C.E. Primary School
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019-2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Julie Webster
Pupil premium lead	Tracy Reams
Governor / Trustee lead	Michelle O'Neill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,210 Budget year April 21-March 22
Recovery premium funding allocation this academic year	£3159
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

At Lytham C.E. Primary School all members of staff and governors accept responsibility for all pupils recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential.

The ultimate objectives for our pupils who are in receipt of pupil premium are:

To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.

We know that children learn best when they attend school regularly. However, the attendance of 41% of our pupil premium group is lower than the attendance of those not in receipt of pupil premium. In our strategy we focus on encouraging attendance through meeting the well-being needs of pupils and families, by providing high quality learning and through our family learning mentor who actively engages with families to encourage and support good attendance in school.

To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.

Almost 38% of our pupils in receipt of pupil premium have identified special educational needs and 1 is under the care of a Local Authority. In all cases, we strive to ensure all our pupils make excellent progress. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and/or small group teaching. We have accessed this using our current staff in school but also making use of the catch up funding and recovery premium.

We have recently identified a small group of pupils who are not making the progress we would expect and so our strategy for 2019-22 focuses on the needs of this group. Our Pupil Premium leader works to ensure high aspiration and high quality provision for all pupils in receipt of pupil premium.

Ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment.

At Lytham CE, we know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met first. This has been particularly evident for children on entry to EYFS with Speech & Language being a focus for improvement. This early intervention helps to remove these barriers sooner in the child's education. Lockdown has seen an increase in pupils' emotional and social needs that impact on learning with increases in both pupil and adult mental health and wellbeing needs. Our strategy includes a highly experienced family learning mentor who works in close partnership with the SENCO and SLT in school.

Challenges

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

Challenge number	Detail of challenge
1 Attendance	The attendance of pupils in receipt of pupil premium is below that of peers and a greater proportion are classed as persistent absentees – however some of these absences are as a result of ongoing medical needs.
2 Outcomes	There is a small, key group of pupils in receipt of PP not making expected progress despite interventions.
3 Pastoral	Emotional well-being, social and behavioural needs affecting children being in a position to be able to make progress impacting on their readiness to learn
4 SEND	Some pupils who qualify for Pupil Premium funding have specific SEND needs (including 3 with EHCP's) and an increasing number of children need SALT intervention.

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 continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.	To close the gap between whole school attendance and pupils in receipt of pupil premium funding currently 3.6% Reduce Proportion of pupils in receipt of pupil premium classed as persistent absentees (Aut 2021; 6 pupils).
To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.	Increase the progress for a key group of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline. Increase progress in:

<p>To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points.</p>	<p>Reading to 41% (13 pupils) Writing to 31% (10 pupils) Maths to 47% (15 pupils)</p>
<p>To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.</p>	<p>Children's well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress.</p> <p>Attendance target 97%</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: £5450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Move towards a more active learning approach to teaching and learning. Staff training – link with leading teacher from QDP.	QDP was a National Teaching school. Pupil Progress Meetings. Observations. Book Looks. £200	1 2 4
Particular focus on small group children in receipt of pupil premium funding not making progress in reading, writing and maths. Make use of recovery premium and catch up funding.	Pupil Progress Meetings. Book Looks. Observations. Pupil interviews. £4300	2 4
All teaching staff to access and complete 'Talk4Writing' course(s). Consistent approach to the teaching of English across school following the teaching sequence model with reading and writing phases. Staff training and development.	See EEF Toolkit : High Quality Teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.' £950	2 4
Use resources from the Maths Hub to deliver 'Mastering Number Fluency programme' across Key Stage 1 and the White Rose approach across school.	See EEF research guidance report: 'Improving Mathematics in the Early Years and Key Stage 1' published January 2020 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	2 4

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

Budgeted cost: £31,164

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Establish small group maths intervention for disadvantaged pupils falling behind age-related expectations</p>	<p>EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support ‘Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.’</p>	<p>2</p>
<p>Effective deployment of staff, Teaching Assistants and HLTA to support key children and year groups.</p> <p>FLM & (Family Learning Mentor) SENDCo timetable re-evaluated to deliver pastoral groups, positive play at playtimes, settling children into school in the morning.</p>	<p>EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants ‘Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils’ learning outcomes. £23,332</p>	<p>2 3 4</p>
<p>To analyse summative assessment data and identify the children who require catch up and more targeted intervention. Closely monitored by SLT and PP Lead.</p> <p>Pupil progress meetings termly.</p> <p>Monitoring of targeted interventions.</p>	<p>EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support ‘These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so</p>	<p>2 4</p>

	assessment needs to ongoing, but manageable.'	
<p>NESSY – introduce and establish small group interventions across KS1 & 2 following baseline assessments.</p> <p>Use of “Lexplore” to identify pupils who may have barriers to learning – reading specific.</p> <p>Training for all staff - teaching assistants who will deliver the interventions, SENCO and SLT members.</p> <p>Teaching Assistants to deliver the interventions 3 times per week.</p>	<p>Endorsed by EEF Research: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention £392</p> <p>'Update (Aug 2020): The Department for Education is currently working with the EEF and other delivery partners to make Nuffield Early Language Intervention (NELI) available to state-funded primary schools at no cost. This will be funded as part of the Government's £350m allocation to tutoring, through the £1bn Covid-19 catch-up' package announced in June 2020.'</p> <p>£3904 £3536</p>	<p>2</p> <p>4</p>

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

Budgeted cost: £2755

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral support from Family Learning Mentor for vulnerable children and families - key support needed to ensure attendance is maintained and readiness to learn.</p> <p>Well planned transition arrangement into EYFS to ensure nursery and parental engagement identifies 'at risk' pupils as, or before, they start school.</p> <p>Family Learning Mentor to: Offer parenting support sessions working on specific needs developed through a needs analysis.</p> <p>Early Help Assessment/Team Around the Family process with vulnerable families - allowing them to access key services and support.</p>	<p>EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p>	<p>1</p> <p>3</p>

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is 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 purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Further information (optional)

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