

# Pupil Premium Strategy Statement

## School overview

Metric	Data
School name	Lytham C.E Primary School
Pupils in school	213
Proportion of disadvantaged pupils	12.2%
Pupil premium allocation this academic year	£34,865
Academic year or years covered by statement	2021/2022
Publish date	20 <sup>th</sup> May 2021
Review date	20 <sup>th</sup> May 2022
Statement authorised by	Mrs. Helen Willott
Pupil premium lead	Mrs. Natalina Bailey
Governor lead	Mrs. Dawn Barnes

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	n/a for 2020/21
Writing	n/a for 2020/21
Maths	n/a for 2020/21

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	Out of all disadvantaged pupils, 12 of them are projected to achieve the expected standard at the end of KS2 – this is 41%
Achieving high standard at KS2	Out of all disadvantaged pupils, 1 is projected to achieve the high standard at the end of KS2 – this is 4%
Measure	Activity
Priority 1	Ensure all disadvantaged pupils have access to catch-up funding/curriculum to ensure gaps between themselves and their peers do not become wider.
Priority 2	Ensure all disadvantaged pupils (and their families) have access to support for good mental health and

	wellbeing – post Covid-19 and in relation to any other personal circumstances/experiences. PP chn having financial support for schools trips/residential.
Barriers to learning these priorities address	Ensure all disadvantaged pupils are part of an in-class or out-of-class intervention relevant to the gaps they have – either 1:1 or as part of a small group.
Projected spending	£32,229 & £600 for PP children accessing school trips/residential.

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading	Sept. 2022
Progress in Writing	Achieve national average progress scores in KS2 Writing	Sept. 2022
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics	Sept. 2022
Phonics	Achieve national average in KS1 Phonics screening	Sept. 2022
Other	Attendance of disadvantaged pupils in line with their peers.	Sept. 2022

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure all disadvantaged pupils have access to catch-up funding/curriculum to ensure gaps between themselves and their peers do not become wider.
Priority 2	Ensure all disadvantaged pupils (and their families) have access to support for good mental health and wellbeing – post Covid-19 and in relation to any other personal circumstances/experiences. PP chn having financial support for schools trips/residential.
Barriers to learning these priorities address	Ensure all disadvantaged pupils are part of an in-class or out-of-class intervention relevant to the gaps they have – either 1:1 or as part of a small group.
Projected spending	£32,229 & £600 for PP children accessing school trips/residential.

## Wider strategies for current academic year

Measure	Activity
Priority 1	Siblings of pupils age 3-4 to access nursery class once it reopens to ensure meeting the age 30-50 months (EYFS curriculum).
Priority 2	In house speech and language therapy interventions in place for those disadvantaged pupils who require this – including memory wizards, socially speaking and social stories.
Barriers to learning these priorities address	Phonics at and within the EYFS. Speech and language difficulties – diagnosed and undiagnosed – links to other learning difficulties such as ASD, ADHD, attachment disorder.
Projected spending	£736

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Meeting the needs of disadvantaged pupils within such large class sizes.	Appropriate delegation of teaching assistant/1:1 support.
Targeted support	Interventions.	<p>KS2 Teaching Assistants Level 2.</p> <p>JC – dyslexia programme 2.33 x 4pwk.</p> <p>CBr – speech and language, social stories, social speaking, core subject support, basic skills programme - 2.33 x 3pwk.</p> <p>CR – Elklan speech &amp; language, core subject support 2.33 x 2pwk.</p> <p>KS1 Teaching Assistants Level 3.</p> <p>KW 2.33 x 3pw.</p> <p>SENCO – support for SEND PP children @ half day per week.</p> <p>Family Learning Mentor. Nurture Training Mindfulness Nurture Group.</p>

Wider strategies	Phonics and speech and language skills targeted within the early years of a child's education.	CR – Elklan speech & language, core subject support 2.33 x 2pwk. KS1 Teaching Assistants Level 3. KW 2.33 x 3pw. SENCO – support for SEND PP children @ half day per week.
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### Review: last year's aims and outcomes

Aim	Outcome
Improve outcomes in core subjects for disadvantaged pupils.	Intervention programmes, assessments and boosters showed gaps were closed for some PP children with age related pupils maintaining or in one case exceeding.
Identify unmet needs in disadvantaged pupils, particularly for children on entry to EYFS – these can be a range of personal, social or emotional challenges.	Family Learning Mentor – worked with targeted group of children with Nurture Training and Mindfulness Nurture Group. Mental Health First Aid. Due to Covid-19 some of these groups ceased due to bubbles or school closure. These are sustainable and ongoing post-Covid.
Speech and language development (Elklan). Nessy intervention. Early Years Literacy skills – early intervention approach.	TA trained to deliver Elklan speech & language, core subject support 2.33 x 2pwk. Nessy intervention had been maintained as part of home learning but can resume back in school post-Covid. Early Years Literacy intervention delivered by KW.