

Pupil premium strategy statement – Lydbury North CofE Primary School

This statement details our school's use of pupil premium (and recovery 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	32
Proportion (%) of pupil premium eligible pupils	39%
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)	2022-2025
Date this statement was published	28 th November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Victoria Reynolds
Pupil premium lead	Victoria Reynolds
Governor / Trustee lead	Fiona Pearce

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,915
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2000
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£20,915

Part A: Pupil premium strategy plan

Statement of intent

<p><u>Aims of Pupil Premium Strategy:</u></p> <p>To raise the attainment of both dis-advantaged pupils and their peers to ensure attainment is in line with the national average</p> <p>To ensure disadvantaged pupils are making at least expected or better progress</p> <p>To ensure our PP pupils have equal opportunities and experiences to children who are non-PP.</p> <p>To support our PP pupils to overcome any barriers to learning</p> <p><u>Concerns:</u></p> <ul style="list-style-type: none">• Pupils who are in receipt of pupil premium currently have low attainment.• A lack of trips and visits and additional cultural experiences has meant it has been challenging to develop pupils' cultural capital• A proportion of our PP pupils have needs that are more complex. These needs provide barriers to their learning.• Some of our younger children have had limited social experiences due to the pandemic. This has affected their vocabulary and language experiences. <p><u>Core Approaches Being Implemented:</u></p> <ul style="list-style-type: none">• Provide a wide range of cultural experiences for pupils• Provide mental health support through interventions for resilience, low self-esteem, and anxiety• Improve the quality of teaching by reducing the breadth of year groups in mixed aged classes• Facilitate same day intervention for pre-learning or catch up• Improve the quality of maths teaching with a focus on developing knowledge of core number facts.• Develop rich language experiences for children to develop their vocabulary
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Challenges

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

Challenge number	Detail of challenge
1	A proportion of PP pupils have significant SEND Needs.
2	Gaps in learning, particularly in maths, due to previous poor attendance and mixed educational experiences because of the pandemic.
3	Children being taught in a whole key stage class makes teaching a mastery approach in maths challenging
4	A proportion of PP pupils have social and emotional needs that are creating barriers to their learning.

5	A lack of trips and visits and additional cultural experiences has meant it has been challenging to develop pupils' cultural capital
6	Limited vocabulary and rich language experiences due to a lack of varied social interaction in the pandemic.

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
Improve pupils' oral literacy to ensure they are using a wide and varied vocabulary	<ul style="list-style-type: none"> • Pupils use explicit vocabulary related to a wide range of curriculum subjects. • Pupils engage in book discussions with themselves and an adult three times a week – these books may be beyond their reading ability and be read to them (depending on reading ability). • Pupils' vocabulary is extended • Structured questions are used to develop reading comprehension. • Progress and attainment in reading improves because of improved oral literacy • Retrieval Practise is used to embed knowledge of curriculum specific vocabulary
Close the gaps in learning of PP pupils to ensure most pupils are attaining in line with their non-PP peers	<ul style="list-style-type: none"> • Effective feedback improves outcomes and progress for PP pupils which closes the gap between disadvantaged and non-disadvantaged pupils • Feedback linked to metacognition supports pupils to become better learners • The learning and application of explicit number facts builds mathematical fluency supporting pupils mathematical learning in primary school and throughout their secondary education • Retrieval practise is used effectively to support pupils to know more and remember more – this technique will support pupils throughout their education • Pupils are taught in a two-year group mixed aged class as opposed to a four-year group mixed aged class for English, Maths, Science and Computing. • Intervention programmes in English and Maths target gaps in pupils learning and support pupils to make progress and attainment in line with their peers.

Improve cultural experiences of PP pupils	<ul style="list-style-type: none"> • Pupils visit a wide variety of places that go beyond their home experiences e.g. visiting an art museum in Birmingham; visiting places of worship of different faiths; seeing a theatre or musical performance
Reduce social and emotional barriers to learning	<ul style="list-style-type: none"> • Pupils can recognise their emotions and are able to describe how they feel • Pupils who have more complex emotional needs have access to Lego therapy or a range of interventions should they need it • Pupils understand how some emotions affect how they behave • Pupils have strategies to manage a wide range of emotions • Pupils know how their emotions can impact on their ability to learn

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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of Retrieval Practise	EEF Cognitive Science Approaches Special Educational Needs in Mainstream Schools Guidance Report	1, 2, 3 & 6
Effective Teacher feedback to improve pupil learning	Teacher Feedback to improve pupil learning Special Educational Needs in Mainstream Schools Guidance Report	1, 2 & 3
Reduction in the number of year groups taught in one class	Visible Learning - Ranking Influences – effect sizes on learning – Hattie EEF – Mastery Learning	2 & 3
Use of mastery of number to focus on the teaching, understanding of, and application of	EEF Mastery Learning	2 & 3

number bonds to 10, multiplication facts and linking multiplication to fractions		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured Intervention e.g. Sats Companion; Talk Boost; Shine Maths and Reading	One to One Tuition EEF Guidance report special educational needs in school	1 & 6
Same Day Intervention - phonics	EEF Phonics research	1 & 6

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

Budgeted cost: £3415

Activity	Evidence that supports this approach	Challenge number(s) addressed
Soft Skills Days on returning after holidays	Improving Social and Emotional Learning in Schools	4
Emotional Well-being Interventions e.g. Lego Therapy; No Worries; Wish Programme; Talk About; 60 mindful minutes	Improving Social and Emotional Learning in Schools	4
Mental Health Lead Training	Improving Social and Emotional Learning in Schools	4
Future In Minds Project – EBSA; Anxiety and CBT	Improving Social and Emotional Learning in Schools	4
Supporting school visits	Outdoor adventure Learning (EEF)	5

Total budgeted cost: £20,915

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Due to low pupil numbers in each cohort, we are not required to publish our end of key stage data as this may mean children are identifiable.

Progress against objectives identified in the previous academic year:

- Green shading = on track to meet target
- Orange shading = largely on track to meet target
- Red shading = off track to meet target

<p>Improve pupils' oral literacy to ensure they are using a wide and varied vocabulary</p>	<ul style="list-style-type: none"> • Pupils use explicit vocabulary related to a wide range of curriculum subjects. • Pupils engage in book discussions with themselves and an adult three times a week – these books may be beyond their reading ability and be read to them (depending on reading ability). • Pupils' vocabulary is extended • Structured questions are used to develop reading comprehension. • Progress and attainment in reading improves because of improved oral literacy
<p>Close the gaps in learning of PP pupils to ensure the majority make better than expected progress</p>	<ul style="list-style-type: none"> • Teachers and teaching assistants develop knowledge of how to deliver effective feedback which focuses on metacognition • PP Pupils receive explicit feedback about how to improve their learning in relation to a task • Feedback focuses mainly on oral feedback but does involve some written feedback • Effective feedback improves outcomes and progress for PP pupils which closes the gap between disadvantaged and non-disadvantaged pupils • Where appropriate, pupils receive 1:1 tuition
<p>Improve cultural experiences of PP pupils</p>	<ul style="list-style-type: none"> • Pupils visit a wide variety of places that go beyond their home experiences e.g. visiting an art museum in Birmingham; visiting places of worship of different faiths; seeing a theatre or musical performance • Pupils develop leadership and team work skills through completing the York Minster Youth Leader Award
<p>Reduce social and emotional barriers to learning</p>	<ul style="list-style-type: none"> • Pupils can recognise their emotions and are able to describe how they feel • Pupils who have more complex emotional needs have access to counselling should they need it

	<ul style="list-style-type: none"> • Pupils understand how some emotions affect how they behave • Pupils have strategies to manage a wide range of emotions • Pupils know how their emotions can impact on their ability to learn
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Externally provided programmes

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

Programme	Provider
Talk Boost	I Can
Lego Therapy	Think Bricks Education
Future In Mind	Telford and Wrekin
Mental Health Lead	The Root of It
Emotions Coaching	Shropshire Virtual School
No Worries	Shropshire Education Psychology Service
Wish Programme	Shropshire Education Psychology Service
Talk About: Self-Esteem and Self Awareness	Alex Kelly LTD
60 Mindful Minutes	Nurture Uk
Read Write Inc Phonics	Ruth Maskin
Sats Companion	Sats Companion
Shine Maths Intervention	Rising Stars
Shine Reading Intervention	Rising Stars
Mastery of Number	NCETM

Service pupil premium funding (optional)

<i>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</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

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 or recovery premium funding.