

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	Lanchester Endowed Parochial Primary
Number of pupils in school	439
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jane Davis Head Teacher
Pupil premium lead	Jane Davis Head Teacher
Governor / Trustee lead	Naomi Hawke Lead for DA Pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,940
Recovery premium funding allocation this academic year	£7,250
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	£108,190

Part A: Pupil premium strategy plan

Statement of intent

At Lanchester Endowed Parochial Primary School, we want to give every child the best possible start to life. As a Church of England Primary School, we state that, 'Through God's love, we are the rich soil where roots grow and seeds flourish'. This obviously includes our most vulnerable pupils. Every child is unique and precious and they are central to absolutely everything we do and we want to prepare disadvantaged pupils for life, both during and after their time with us at primary school, both in terms of their academic and their social achievement.

We need to promote an ethos of attainment of all children rather than stereotyping disadvantaged children as a group with less potential to succeed.

Ensuring that we nurture and develop the whole child is of utmost importance to us and of course this includes our most vulnerable children. It is essential to ensure that appropriate provision is made for these children, ensuring that their needs are assessed and addressed. Additional support is used to develop resilience for these children and to remove any barriers to achievement. With this support, we aim to accelerate progress for these children so that these pupils can achieve similar outcomes to their peers and diminish any gaps between disadvantaged (DA) and non-disadvantaged children, both within school and nationally.

To ensure that appropriate provision is made by placing great emphasis on:

- Quality first teaching and effective deployment of staff to support our DA children
- Targeted support
- Individualised approaches to address barriers to learning at an early stage through intervention
- Wider strategies related to well-being, resilience and life experiences

Research has shown that the COVID-19 pandemic and school closures have affected disadvantaged pupils the most. Therefore, it is absolutely vital that with increased numbers of children being eligible for Pupil Premium, it is essential that spending is focused on those key barriers to their achievement.

Our approach to improve attendance and punctuality so that children are ready for their lessons whilst also ensuring they are emotionally prepared for their day at school by giving them both quality first teaching as well as additional support, helps to ensure that any gaps in their knowledge can be addressed quickly and effectively, ensuring they have all the tools necessary to make progress so that their attainment is in line with their non-disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	Some DA children in Reception and KS1 have gaps in their learning – especially with phonics, language and communication.
2	Reading – progress has been impacted and needs to be accelerated and there is a need to foster a love of reading amongst our DA children.
3	Low attendance rates and poor punctuality of our DA children impacts on their learning.
4	Social and emotional issues and lack of resilience arising from recent school closures are impacting on the progress of some of our DA children.
5	Cultural Experiences and wider life opportunities for our DA children have been significantly impacted due to recent school closures.

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
DA children in EYFS and KS1 make rapid progress in Phonics, Language & Communication to meet national expectations.	Improved Phonics Outcomes for DA children in Reception & KS1. Improved GLD in Communication & Language Outcomes for DA children at the end of EYFS. Gaps between DA non-DA Children's learning in these areas are closing.
Improved Reading progress and attainment among DA children.	DA children have a love of reading. DA reading progress is accelerated and attainment is improved so that the gap between DA and non-DA children's attainment is closing.
DA children to have improved attendance and punctuality in order that they are in school to learn and therefore their progress is accelerated.	Improved attendance and punctuality over 3 years and a narrowing of the gap between the attendance and punctuality between DA and non-DA children.
DA children's social, emotional and mental health improves as well as their resilience, which impacts on improved behaviours for learning.	Pupil and parent surveys of DA children show that their children feel happy and safe in school. Staff are appropriately trained in managing children's well-being.

<p>Improved provision for DA children’s well-being in school.</p> <p>DA children have greater resilience through a whole-school approach to improved Growth Mindset.</p> <p>DA children will be able to use the outdoor area to regulate their emotions and feelings.</p>	<p>Where children have additional SEMH needs, the appropriate access to services is sought.</p> <p>There is an increase in participation in extra-curricular activities and music tuition as well as music therapy sessions.</p> <p>Staff are trained in Growth Mindset and Metacognition so they can provide the appropriate support.</p> <p>Staff to be trained in Forest Bathing and Forest Schools.</p>
<p>Improved life and cultural capital experiences for DA children</p>	<p>An increased proportion of DA children will attend enrichment activities including school trips and residential.</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: £ 43,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Sounds Write CPD – four day training – for EYFS, KS1 and Lower KS2 staff to ensure consistency in this approach to teaching phonics and early reading across school.</p>	<p>https://www.sounds-write.co.uk/</p> <p>http://www.englishhubs.org/</p> <p>Through discussion and an audit from the English Hub, it was agreed that a more systematic approach to teaching phonics throughout the school would have greater impact on the children’s progress.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of +4 months.</p> <p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. (EEF +4)</p>	<p>1</p>
<p>New teaching and pupil resources to be purchased (decodables) to support consistent roll out of Sounds Write including new reading scheme where books are matched to phonics levels (Ofsted AFI)</p>	<p>https://www.sounds-write.co.uk/</p> <p>Oral language strategies are proven to have great impact for relatively low cost. (EEF +4)</p>	<p>1</p>
<p>Launchpad for Literacy – CPD for EYFS and Y1 staff.</p>	<p>https://www.launchpadforliteracy.co.uk/</p> <p>Oral language strategies are proven to have great impact for relatively lost cost. (EEF +4)</p>	<p>1</p>
<p>Introduction of Accelerated Reader across</p>	<p>AR produces ‘particularly positive effects’. (EEF +5)</p>	<p>2</p>

<p>school with school-led CPD.</p> <p>New resources purchased to enhance the number of reading books school has in across all of the levels.</p>	<p>It is commonly accepted that if pupils have access to high quality books, they will be more inclined to want to read them.</p> <p>(EEF +4)</p>	
<p>All staff to receive CPD to develop their understanding of Positive Growth Mindset and metacognition.</p> <p>Staff will implement strategies which are appropriate to their cohorts.</p>	<p>Metacognition and self-regulation approaches have consistently high levels of impact.</p> <p>(EEF +7)</p>	4

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

Budgeted cost: £68,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure there is adequate staffing so that all eligible pupils access EYFS as soon as they are able through the Golden Ticket Scheme.</p>	<p>Effective Provision of Pre-School Education (EPPE) Project Findings.</p> <p>Beginning Early Years Education at an early age appears to have a high positive impact on learning outcomes. It is estimated that children who start to attend an Early Years setting as soon as they turn 3, make approximately 6 additional months progress compared to those who start a year later.</p> <p>(EEF + 6 months)</p>	1
<p>A Teaching Assistant to be employed to deliver daily phonics/reading sessions.</p>	<p>In the UK, four recent evaluations of one-to-one tuition interventions found average impacts of 3 to 6 months' additional progress, suggesting that positive impacts can be replicated in English schools.</p> <p>(EEF + 5 months)</p>	1
<p>Teaching Assistant support is identified to allow the provision of targeted interventions for 1:1 and small group support same day sessions.</p>	<p>Targeted academic support is given across KS2 through:</p> <ul style="list-style-type: none"> • Same Day Interventions • One to One Support • Small Group Tuition <p>(EEF +4 months)</p>	2

3 teachers (part-time within the school) will provide interventions in key year groups of Y2, Y3 & Y6.	Short, regular sessions (about 30 minutes, 3 – 5 times per week) over a set period of time (6 – 12 weeks) appear to result in optimum impact. Evidence suggests interventions should be additional to, but explicitly linked with normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. A variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group. (EEF +4 months)	2
Continue to use Reading Strategies to increase reading fluency and comprehension, including Lexia, Reading Plus and Accelerated Reader.	Exploratory analysis suggests that children offered Lexia made the equivalent of +2 months progress in word recognition and decoding skills and 1 additional month of progress in reading fluency and comprehension skills, on average, compared to other children. (EEF +2 months)	2
School Led Funding Support 0.2 teacher for 18 weeks	Targeted academic support focused on Basic Skills via: <ul style="list-style-type: none"> • One to One Support • Small Group Tuition (EEF + 4 months)	2

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

Budgeted cost: £25,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to employ an Attendance Officer to support the School Office to monitor and implement strategies to improve attendance.	School attendance data improved significantly when the Officer was first in place. Parental engagement has a positive impact on average of 4 months' additional progress. EEF Teaching and Learning Toolkit: Parental Engagement - +4 months progress.	3
To provide outdoor and adventurous activities for pupils, including Forest School and Residential Trip, which will increase well-being, emotional	EEF states that 'Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate'. +3 months	5

resilience and promote positive behaviour.	Wider benefits such as more positive attitudes to learning and increased well-being have also been consistently reported. There is intrinsic value in teaching pupils creative and performance skills and ensuring that disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds. (EEF)	
Music Lessons and access to Durham Music Service and Keyworks	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum (EEF)	5
Music Interventions take place 3 mornings a week	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum (EEF)	5
Provision of Breakfast Club for Disadvantaged Children	Ensuring children have a good breakfast on a morning helps them to concentrate throughout the day. They can also benefit from the social and educational aspects of the breakfast club environment. (EEF)	3
A TA and SLT member trained in THRIVE, along with the School Counsellor, to have specific time set aside to support children with emotional needs and to identify class priorities linked to THRIVE surveys.	Supporting children with their social and emotional needs has a positive impact on average of 4 months over an academic year. EEF Teaching and Learning Toolkit: Social and Emotional Learning +4 months	4
Multiple staff trained in Team Teach to support children with challenging behaviour.	Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. Good quality professional development for staff and a consistent approach across the setting are key to ensure effective behaviour intervention. This is based on a number of meta-analyses that review robust studies of interventions in schools. EEF Teaching and Learning Toolkit: Behaviour Interventions - +4 months.	4
Key staff to complete their Forest School Training and to complete the Forest Bathing Training. These staff will lead sessions in our woodland	Social and emotional learning approaches have a positive impact and it is clear that helping children with their emotions and reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. EEF +4 months	4

area in conjunction with the OASES staff.		
Participation in the Commando Joe's program to support pupils' resilience and self-esteem and reduce challenging behaviour.	Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. This is based on a number of meta-analyses that review robust studies of interventions in schools. EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 4 months progress. EEF +4 months	4
Extra- Curricular Club Attendance	Arts participation EEF +3 months Collaborative Learning +3 months	5

Total budgeted cost: £136,500

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, other pupil evaluations have been undertaken during the 2020 – 2021 academic year and we have taken these into account when evaluating our strategy.

The effects of COVID were significant on our disadvantaged pupils.

Previous reports showed a narrowing gap on attendance but this has since increased again.

Academically, our interventions related to PP were disrupted last year and as a result, internal data showed that generally in younger year groups, the attainment gap either grew or remained steady.

Strategies used in 2020 – 2021 were partially successful and so we will continue to use some of these approaches.

During lockdown, on average of between 50% and 60% of pupils were in school (vulnerable pupils and children of key workers). These children received support in all subjects, particularly reading.

Year 6 had three teachers allowing their class sized to be as small as possible to allow greater progress of all pupils and to ensure they were more prepared for the transition to secondary school.

Teaching Strategies

Staff Training in the use of online platforms supported the quality of remote education to ensure that pupils continued to access the wider curriculum during lockdowns. This also saw a relatively high level of engagement from parents.

Many children had anxiety on their return to school linked to the lockdown, coronavirus and returning to school. The school counsellor was utilised and the THRIVE trained teachers worked tirelessly with a number of children and their parents. Referrals to CAHMS were made when necessary. Feedback from parental questionnaires indicated pupils were very happy in school and that parents appreciated the focus on their child's wellbeing.

Externally provided programmes

Programme	Provider
Launchpad for Literacy	Kirstie Paige
Times Table Rockstars	Maths Circle
Thrive Approach	Fronting The Challenge Projects Ltd

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	A TA and a member of the SLT have been trained in the THRIVE approach so that they are able to provide appropriate emotional wellbeing and academic support to these children when needed. They will help them make a memory box when parents are deployed.
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in their wellbeing amongst service children.