

Pupil premium and recovery premium strategy statement

This statement details Lytchett Matravers Primary 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	Lytchett Matravers Primary
Number of pupils in school	428
Proportion (%) of pupil premium eligible pupils	11.22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2025 (Year 2 of 3-year plan)
Date this statement was published	15-12-22
Date on which it will be reviewed	01-10-23
Statement authorised by	S France
Pupil premium lead	S France
Governor / Trustee lead	S Mackay, M Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,880
Recovery premium funding allocation this academic year	£5,945
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	£71,825

Part A: Pupil premium strategy plan

Statement of intent

The school is committed to ensuring that no child at Lytchett Matravers Primary School is disadvantaged in being able to access the same educational opportunities as their peers. This will be achieved by attempting to ensure that the children are given access to the tools and resources for a rich and full education as well as given the direct, one to one, instruction and practice that National evidence suggests that they lack as a group. To that end, bespoke assessing, prioritising and resourcing to **individual need** is the primary rationale underpinning provision. We will engage with the children and their families to understand how to best support them, in order that they may succeed. At this mid-point in our three-year journey, we are refining our strategies to ensure our priority pupils are able to access a rich education from home as well as school. As they progress through their education, we are committed to prioritising and supporting the transition from learning to read, to reading to learn. Therefore, a strong focus is placed on ensuring access to appropriate resources and devices to facilitate increased opportunities to read at home as well as at school. In short, the school has the highest possible ambitions for its more vulnerable pupils and strives to ensure that each of them achieves their potential and surpasses their own expectations.

Achieving the objectives

The school's objectives are mapped out in this document. The principle being to ensure that all of the school's actions are based on sound evidence so that no effort is wasted in ensuring that our disadvantaged children receive the best possible education. The school is also keen that the strategy is not just based on interventions, but on ensuring that the children's day to day, lived experience is as positive and beneficial as possible.

Key principles of the strategy

- To ensure that EEF principles are threaded through the school's everyday practice.
- To ensure that all PP children benefit directly from quality first teaching principles as standard and not just intervention.
- To ensure that PP children attend school and are able to make the most of the opportunities afforded to them.

- To ensure that every PP pupil is able to access their learning across the curriculum as their reading ages are at least in line with their chronological ages
- To ensure that PP children do not miss out on any educational tool that their non-PP peers generally have access to.
- To work towards ensuring that our PP children have access to the same life experiences and chances as their non-PP peers.

Challenges

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

Challenge number	Detail of challenge
1	Our evidence shows that pupils make better progress when resources and equipment are available in the home. Less exposure to good quality texts places our children in an ongoing cycle of literacy poverty known as the Matthew Effect. PP interviews have identified a need for increased high quality reading materials, to support reading at home. In addition, increased access to personal IT has been identified as beneficial by our children, as this increases opportunities to access online learning and homework. This is continuation of successful work in the previous academic year.
2	Access to the same life opportunities as their peers has been identified by the children as an area of need. Limited cultural capital can have a significant impact upon reading comprehension, appreciation of new concepts and new learning in key areas.
3	Lower attendance of PP children has been a barrier to progress historically for a small number of pupils at LMPS. Consequently, our ongoing response will be targeted to assist specific families and will be revised as appropriate moving forwards.
4	Historically, reading ages for PP children have lagged behind their chronological ages, as has been evidenced through our SALFORD reading and comprehension testing and analysis. This was uneven across the cohort but nevertheless, significant.
5	Since lockdown, mental health and well-being has been identified as a barrier to accessing learning and enjoying school. This has been noted by a 500% increase in early help referrals since 2019.

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
------------------	------------------

<p>Children have an increased love of reading and are reading to learn and expanding their appreciation of the world around them.</p>	<ul style="list-style-type: none"> • PP children have reading ages in line with their chronological ages. Demonstrated through end of year results within KS1 and 2, phonics screener and add Year 1 reading speed assessment. • Childrens’ background knowledge will increase through more opportunities to independently research and take an interest in the world around them. Improving reading comprehension and prosody. Measured through use of formal assessment: Salford reading assessment and YARC • PP children exhibit understanding and comprehension in line with their ability through assessments and beyond.
<p>PP children have wider access to the rich experiences often afforded to their peers, ensuring that they are not disadvantaged in their learning through lack of access to wider knowledge and language development.</p>	<ul style="list-style-type: none"> • Both written and verbal contributions within the classroom, across all subjects, will reflect an emerging and increasing depth and breadth of vocabulary and word knowledge. • End of year assessment will reflect an increased commitment to education. • Language used to by the pupil and key adults around the pupil will be aspirational.
<p>PP children have attendance levels at least in line with national average, allowing them to miss less learning and make greater progress.</p>	<ul style="list-style-type: none"> • PP children attend in line with National attendance figures. • PP children’s progress, across the curriculum, is at least in line with national average. • PP families where attendance is a challenge receive appropriate support and challenge, improved attendance is demonstrated.
<p>All PP children have reading ages at least in line with their chronological age. As a result of this they can access all learning in classrooms.</p>	<ul style="list-style-type: none"> • PP children receive targeted assessment at the end of each term with a clear plan for their learning established. • PP children have access to pre-learning and over-learning to allow them to make maximum progress. • In year progress of pupils – KS1 and 2 results, phonics screener and early reading assessment. • Qualitative data through pupil voice interviews.

<p>PP children are well supported in terms of their mental health, allowing them to focus on learning and make increased progress.</p>	<ul style="list-style-type: none">• PP children who are experiencing poor mental health receive immediate, targeted support to allow them to get back on track swiftly.• PP children benefit from coaching on positive mental health approaches, allowing them to achieve their full potential and can articulate the success of this through pupil voice interviews.• PP children exhibit high levels of mental well-being and resilience.• Incidences of dysregulated behaviour will be reduced• Pupil voice interviews will demonstrate positive mental health and resilience.• Attendance will improve for targeted pupils.
--	--

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: £48,146

Activity	Evidence that supports this approach	Challenge number (s) addressed
Appointment of learning support teacher to work with PP children and teaching staff on 2 afternoons.	https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil Premium Guide Apr 2022 1.0.pdf	Challenges 1, 2 & 4
CPD for staff on reading strategies and reading intervention strategies Bespoke training for early reading, particularly RWI.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&utm_medium=search&utm_campaign=site_search&search_term=phonics	Challenges 1 & 4
Pre-learning and over-learning interventions with PP children.	EEF research suggests that targeted and timely interventions when coupled with QFT enable the children to make the maximum amount of progress in their areas of greatest need.	Challenges 2 & 4

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

Budgeted cost: £6,565

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted bespoke support from Learning Support Teacher HERTS for learning Fluency project across year groups in KS2.	<p>EEF research indicates that specifically targeted and bespoke learning enables a greater rate of progress in all pupil but particularly those who are vulnerable or have additional needs.</p> <p>https://www.hertsforlearning.co.uk/teaching-and-learning/research-projects/english-research-projects/ks2-reading-fluency-project</p> <p>Dyslexia assessment and planning for intervention Accredited Professional Status Level 5 British Dyslexia Association</p>	Challenges 1 & 4
One-to-one tuition for PP children, bespoke to their needs.	<p>EEF research indicates that specifically targeted and bespoke learning enables a greater rate of progress in all pupil but particularly those who are vulnerable or have additional needs.</p>	Challenges 2 & 4
Third Space Learning Maths tuition for targeted PP children.	<p>https://thirdspacelearning.com/how-it-works/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	Challenges 2 & 4

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

Budgeted cost: £17,140

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Implementation of enhanced tracking procedures to monitor and evaluate incidents of absence. To work with identified	<p>Ofsted research has indicated the importance of vulnerable children being in school as one of the biggest indicators of future success. This is mirrored by the school's own findings over recent academic years.</p> <p>Reviewed data of attendance figures improving in EYFS Whole school population will play an active role in improving attendance of vulnerable children.</p>	Challenge number 3

families to increase the attendance of priority pupils.	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	
<p>To provide support for PP children who are struggling with mental health issues through assemblies and 1:1 support</p> <ul style="list-style-type: none"> • Pastoral lead • ELSA • Coaching using HTBB principles 	<p>National evidence via Ofsted and NAHT shows that children's mental health has significantly declined over the pandemic and this effect is exaggerated in vulnerable pupils. Our trauma informed schools training has highlighted the importance of this in our own school.</p> <p>Qualitative evidence will show increased mental well-being and increased engagement of vulnerable learners.</p> <p>https://www.artofbrilliance.co.uk/training/education/primary-schools/</p>	Challenges 3 & 5
<p>To support PP children to develop positive mental health strategies and resilience.</p> <ul style="list-style-type: none"> • HTBB work. • PP coaches 	<p>HTBB research shows children function at higher capacity when they are positive, enabled and set high goals. This has been backed up by in-school data on specific children who underwent this process in the previous academic year.</p>	Challenges 3 & 5
<p>Provision of specifically targeted educational resources for PP children to redress balance with peers. This includes targeted reading materials, sports kit, musical instruments and IT</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Ofsted research into PP children indicates that they lack the same opportunities and experiences as their peers due to lack of financial help. This support works best when targeted to the individual child through a key adult within school.</p>	Challenges 1,2, 3, 4 & 5

Total budgeted cost: £71,851

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 2021 to 2022 academic year.

Intended outcomes 1 & 2: Children have an increased love of reading and are reading to learn and expanding their appreciation of the world around them.

- 100% of PP children in Year 2 made accelerated progress from their end of EYFS results moving from working towards to expected standard in core subject areas.
- 80% of PP pupils passed the Y1 PSC. This is above National. However, this is being targeted further as part of our whole school work on improving progress for early reading, particularly given the new Year 1 cohort experienced significant disruption to their early reading due to the pandemic. A key lesson learned: explicit training for staff is required to ensure consistent and faithful delivery of the RWI program. This is now in place with weekly CPD and additional training for those delivering the programme. A key lesson learned is the importance of fast track RWI intervention to support those children who need to make rapid gains to ensure that they keep up.
- Children at the end of Key Stage 2 made good progress across Reading, Writing and Maths, and achieved in line with expectations of them (despite the Pandemic impacting upon their learning.) For example, across all core subjects, 100% of the Year 6 cohort of PP children made at least expected progress.
- At the end of lower Key Stage 2 in year 4, progress was promising. This was particularly the case with a group of pupils in Reading. Internal tracking shows that 37% of children targeted made accelerated progress and all children made at least expected progress.

Intended outcomes 3 & 4: PP children have attendance levels at least in line with national average, allowing them to miss less learning and make greater progress.

- Where progress was not as expected for a small number of individual children, this again coincided with attendance issues. This has lent further weight to the work in this academic year to tackle attendance issues within the PP group of children.
- Attendance for the PP cohort improved over the course of the last academic year and at the end of the year stood at 90.06%, with significant improvements being seen by key individuals; from Autumn term 2022 this has risen to 91.96%.

Whilst this is a significant improvement, further work is required to raise this figure over the average attendance for all pupils nationally.

- In summary, the last academic year's evidence shows that clear and accelerated progress was made by the PP cohort across the range of core subjects. For example, 92% of the PP cohort made accelerated progress in at least one subject and no child made less than expected progress in any core subject. There were a great many individual successes which have moved on children's learning significantly and improved their life chances. Where less progress was made by a small number of individuals, this was impeded by further outside issues and new individualised plans and procedures are in place for these children in order to rectify this. Early signs from this are positive.

Externally provided programme

Programme	Provider
ThirdSpace Learning	ThirdSpace Learning