

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	432
Proportion (%) of pupil premium eligible pupils	8.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	
Date on which it will be reviewed	01-10-22
Statement authorised by	S France
Pupil premium lead	S France
Governor / Trustee lead	R Thynne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,420
Recovery premium funding allocation this academic year	£6000
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	£54,420

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. The school is also committed to the personalisation of every Priority Pupil's education as far as is possible. We will engage with the children and their families to understand what will be the best strategy to allow them to succeed. In addition, the school is mindful that the effects of lockdown are felt most keenly by more vulnerable members of our community. As such the plan for this academic year is mindful of priority pupils being able to access a rich education from home as well as school should it become necessary. 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 PP children do not miss out on any educational tool that their non-PP peers generally have access to.

<ul style="list-style-type: none"> 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	Lockdown has impacted heavily on our more vulnerable pupils in 2020/21 both mentally and academically. Significant gaps need to be addressed in 2021/2022
2	Access to the same life opportunities as their peers, limiting their understanding of new concepts and learning in key areas has been a feature of PP interviews where the children have identified this in their own words.
3	Lower attendance of PP children has been a barrier to progress historically at LMPS. This is an ongoing issue into the current academic year with some families
4	Lack of personal IT in the home for many PP children has been identified by the children in interviews. This restricts their ability to access online homework and learning.
5	Many vulnerable children lack access to basic educational tools such as reading books and equipment. PP interviews have identified a lack of high quality reading materials at home.

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
All PP children have reading ages at least in line with their chronological age. As a result of this they are able to access all learning in classrooms.	<ul style="list-style-type: none"> PP children have reading ages in line with their chronological ages. PP children are not disadvantaged in lessons through access or lack of exposure to a wider world. PP children exhibit understanding and comprehension in line with their

	ability through assessments and beyond.
PP children have attendance levels at least in line with their non PP peers, allowing them to miss less learning and make greater progress.	<ul style="list-style-type: none"> • PP children attend school in line with non PP children. • PP children receive wide curriculum diet through high attendance. • PP children's progress across the curriculum is at least in line with non-PP peers. • PP families where attendance is a challenge receive appropriate support and challenge.
PP children receive a targeted and bespoke curriculum which allows them to make the maximum amount of progress.	<ul style="list-style-type: none"> • PP children receive targeted assessment at the beginning 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.
PP children are well supported in terms of their mental health, allowing them to focus on learning and make increased progress.	<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 receive coaching on positive mental health approaches, allowing them to achieve their full potential. • PP children exhibit high levels of mental well-being and resilience.

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: £3,346

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of learning support teacher to work with PP children on 2 afternoons. £2496	This approach is taken directly from the EEF research looking into the elements that have the greatest impact for disadvantaged children. Our experienced learning support teacher is working with all of our PP children to ensure that they experience these key factors as part of their day to day education.	Challenges 1 & 2
CPD for staff on QFT and intervention strategies which positively impact on PP children. £850	This is to ensure that our staff are up to date on the latest strategies and approaches recommended by EEF and by Trauma Informed Practice. If teachers and support staff are fully aware of approaches, then they are better able to make sure that they form part of the children's everyday experience.	Challenges 1 & 2

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

Budgeted cost: £44,288

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted bespoke support from Learning Support Teacher Cost as above	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.	Challenges 1 & 2
One-to-one tuition for PP children, bespoke to their needs. £4550	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.	Challenges 1 & 2

Third Space Learning Maths tuition for targeted PP children. £3023	Pilot project within school demonstrated positive results. This is also an approved DfE provider with a proven track record.	Challenges 1 & 2
Pre-learning and over-learning interventions with PP children. £35380	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 1 & 2
Ready, check, go intervention for KS2 PP children. £1335	EEF guidance reports indicate 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.	Challenges 1 & 2

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

Budgeted cost: £16,537

Activity	Evidence that supports this approach	Challenge number(s) addressed
To work with identified families to increase the attendance of priority pupils. £3369	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.	Challenge number 3
To provide support for PP children who are struggling with mental health issues <ul style="list-style-type: none"> • Pastoral lead • ELSA • HTBB project £2456	National evidence shows that children's mental health generally has 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.	Challenges 1 & 2
To support PP children to develop positive mental health strategies and resilience. <ul style="list-style-type: none"> • HTBB work. • PP coaches £4212	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.	Challenges 1 & 2
Provision of specifically targeted educational	Ofsted research into PP children indicates that they lack the same	Challenges 2,4 &5

<p>resources for PP children to redress balance with peers. This includes targeted reading materials, sports kit, musical instruments and IT £6500</p>	<p>opportunities and experiences as their peers due to lack of financial help. This support works best when targeted to the individual child through a significant adult within school</p>	
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Total budgeted cost: £64,171

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 the COVID-19 Pandemic formal assessments of the children did not take place in 2020 and 2021. To ensure that the school has robust data to measure the children's learning, and the effectiveness of its strategies, the school conducted the NTS assessments with the children from Year 1 to Year 6. The school also measured to progress of its additional interventions and catch up programs using other systems such as Salford Reading Tests. As such, the effectiveness of our PP work is based on this evidence. Due to the disruption caused by the Pandemic it was important to assess the impact of our work from where the children were academically and emotionally, when they returned for the 2020/2021 academic year. The data below all relates to the Pupil Premium children.

- Children at the end of Key Stage 1 made significantly increased progress in both Maths and Reading. The children made pleasing progress in writing but this was not as dramatic as within Reading and Maths.
- Children at the end of Key Stage 2 made significantly increased progress across Reading, Writing and Maths, with particularly good gains made for individual pupils in Reading.
- At the end of lower Key Stage 2 in year 4, progress was more modest. This was particularly the case with a small group of pupils in Reading. As a result of this, additional measures are in place for this group of children in the new academic year.
- Where progress was more limited for individual children, this often coincided with attendance issues following the winter lockdown in Spring 2021. This has lent further weight to the work in this academic year to tackle attendance issues within the PP group of children.
- There was a clear trend across the school that highlighted rapid gains during the Autumn term, followed by clear drops in progress rates following the Spring lockdown. Happily though, very good gains were again made across the Summer term for most pupils. Where progress was more limited, there were further limiting factors in the child's situation. This means that these children have been targeted closely for the current academic year to close the gap as efficiently as possible.

Externally provided programme

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	