

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Lyng Primary School
Number of pupils in school	445 (including nursery)
Proportion (%) of pupil premium eligible pupils	25% (110pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2026/2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	A. Fowler (HT)
Pupil premium lead	M. Watson
Governor / Trustee lead	L. Howard/ C. Ashmore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£182,040
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£182,040

Part A: Pupil premium strategy plan

Statement of intent

Our **intention** is that all pupils, irrespective of their background or the challenges they face, make **good progress** and achieve **high attainment** across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to **support their needs**, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on **closing the disadvantage attainment gap** and at the same time will benefit the non-disadvantaged pupils in our school. It is our intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also a key factor in wider school plans for education recovery, predominantly in its targeted support through the use of additional teaching and support staff for key groups of pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage and have the scope for fluidity so children are identified quickly and are not left behind. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point where a need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped vocabulary and communication skills within the disadvantaged pupil group across school.
2	Ongoing assessments across KS1 and within the lowest 20% of attainers in KS2 indicates that disadvantaged pupils are attaining lower in phonics than that of their peers which has a negative impact on their development as readers.

3	The education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.
4	Internal SDQ questionnaires, staff conferencing and pupil interviews highlight an increase in volume of SEMH support referrals in school as a result of the pandemic. There are a number of children within our school who required support with social and emotional needs, this groups includes disadvantaged pupils. Nurture inventions are constantly evolving and increasing with demand.
5	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2 - 4% lower than for non-disadvantaged pupils.

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												
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.												
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/24 show that more than 80% of disadvantaged pupils met the expected standard.												
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2023/24 show that more than 80% of disadvantaged pupils met the expected standard.												
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> data from pupil conferencing, pupil and parent surveys and teacher observations a continued reducing trend in the reports of significant behaviours (CPOMS) a significant increase in participation in after school provision, particularly among disadvantaged pupils 												
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> the overall absence rate (authorised and unauthorised) for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. the percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 1% lower than their peers. <table border="1"> <thead> <tr> <th>23/24</th> <th>Absence Rate</th> <th>Persistently Absent</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>5.3</td> <td>12.4</td> </tr> <tr> <td>Non-Disadvantaged</td> <td>4.2</td> <td>9.5</td> </tr> <tr> <td>Disadvantaged</td> <td>7.4</td> <td>18.8</td> </tr> </tbody> </table>	23/24	Absence Rate	Persistently Absent	All	5.3	12.4	Non-Disadvantaged	4.2	9.5	Disadvantaged	7.4	18.8
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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: £38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments for reading.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3
<p>Embedding word aware and 'The Write Stuff' English approach across school. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time (English Lead).</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>The EEF also highlights the importance of teaching writing composition strategies through modelling and supported practice.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1, 2, 3
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. We have purchased 'Little Wandle' phonics programme to run across school including 'keep up' interventions in KS2.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2

Re-design lesson delivery and differentiation so that mixed-ability seating and fluidity between groups is of paramount importance in lessons. By doing the stigma of 'LA/MA/HA' learners is removed and all children have the opportunity to be successful and reach their potential.	There is extensive evidence associating collaborative learning and mixed-ability seating with improved outcomes. Collaborative learning, when practised effectively, can improve outcomes by up to 5 months. https://educationendowmentfoundation.org.uk/public/files/Toolkit/complete/EEF-Teaching-Learning-Toolkit-October-2018.pdf	1, 2
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	5

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

Budgeted cost: £84,454

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Lead to work alongside SLT to ensure interventions are timetabled in Y6 for key EXS skills in reading, writing and maths in preparation for end of KS2.	Extensive research suggests that small group interventions targeted to meet the needs of the pupils can have a positive impact on academic outcomes (4months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support, this will be delivered using 'Little Wandle Keep Up interventions' lead by	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2

trained Phonics experts across school.		
Develop children's oracy skills through Y6 and Y2 teacher attending training for Voice 21. Implementing this across school.	Oracy in every lesson – The commitment to promote oracy across the curriculum, and in every lesson, ensures staff and students possess and utilise a shared language for oracy and are familiar with a range of approaches for organising, promoting and reviewing talk. Students have opportunities to use talk within a diverse range of motivating contexts and for different purposes. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21-pilot	1,2
Mastering Number NCETM accredited. One lead teacher in every year group to be trained by Central Maths hub across the year and embed the practice to raise fluency and confidence in children's number skills.	https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/	1,2

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

Budgeted cost: £59,586

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide nurture interventions for children across the school who have been highlighted through SEMH questionnaires (SDQ)	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	4
Trips and residential experiences subsidised for disadvantaged pupils.	Trips for disadvantaged children can have numerous benefits: Educational Enrichment: Trips can enhance learning by providing hands-	3

	<p>on experiences that complement classroom education. Exposure to museums, historical sites, or science centers can deepen understanding and spark interest in various subjects.</p> <p>Cultural Exposure: Experiencing new environments and cultures can broaden perspectives, promoting empathy and understanding of diversity.</p> <p>Reduced Barriers: Financial subsidies help remove economic barriers, ensuring that all children have equal opportunities to participate in enriching activities.</p> <p>Inspiration and Motivation: Exposure to new experiences can inspire children to pursue their interests and aspirations, potentially influencing their future choices in education and careers.</p>	
<p>Provide incentives for good attendance across the academic year.</p> <p>100% attendance rewards (movie afternoon, pantomimes, circus skills workshop)</p> <p>100% attendance badges</p> <p>£5 a week winner for EYFS, KS1 and KS2 for a child who has had 100% attendance each week.</p> <p>As well as engaging with parents of persistent absentees through attendance officer and DSL.</p>	<p>EEF funded research into attendance has found positive potential in using a variety of interventions to combat low attendance when used effectively.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1647348064</p>	5

Total budgeted cost: £182,040

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 2023 to 2024 academic year.

Attainment of Pupil Premium Pupils July 2024			
	School - PP July 23	School PP - July 24	National
EYFS			
% achieving ARE or above in literacy	50	55	70
% achieving ARE or above in numeracy	60	64	77
% achieving ARE or above at GLD	50	55	68
Phonics			
% Passed Phonics Screening Check Y1	77	80	68
% Passed Phonics Screening Check Re-take	50	50	49
% Passed Phonics Screening Check by end of Y2	91		89
Key Stage 2			
% achieving Age Related and above in Reading	63	83	74
% achieving Greater Depth in Reading	13	17	28
% achieving Age Related and above in Writing	63	79	72
% achieving Greater Depth in Writing	21	14	13
% achieving Age Related and above in Maths	58	72	73
% achieving Greater Depth in Maths	17	17	24
% achieving ARE or above in Reading, Writing and	46	69	57
% achieving Greater Depth in Reading, Writing and	5	10	8

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- embedding adaptive teaching strategies, fluid seating and frequent challenge for all groups.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- implementing a nurture programme for children identified through SDQ questionnaires as well as class teacher observations who are struggling with SEMH. Provision will be provided by school mentors and governors.
- Embed the oracy programme of Voice 21 across school in order to upskill staff and children in maximising the time for effective conversation and discussions.
- Integrating careers related learning into the curriculum so that children can see clear links and purpose between their curriculum objectives and the world of work.
- Establishing links with the ECB by delivering the 'Chance to Shine' programme. This will provide children across school with the opportunity to receive cricket coaching from external specialised coaches. The programme will promote physical activity and aspirations in elite sport.

Planning, implementation, and evaluation

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We have also attended the national Pupil Premium Conference in order to research further into the most effective strategies to boost attainment in disadvantaged pupils. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out

which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.