

## 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	Lanesend Primary School
Number of pupils in school	437
Proportion (%) of pupil premium eligible pupils	35.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Caroline Sice, Headteacher
Pupil premium lead	Nikki Napier, Assistant Head Teacher
Governor / Trustee lead	Laura Augustus, Trustee

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£293,410
Recovery premium funding allocation this academic year	£21,498
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£314,908

## Part A: Pupil premium strategy plan

### Statement of intent

Lanesend Primary is a popular, above-average sized primary school. School has been growing for ten years and is now above capacity. We are a positive and engaging environment and an inclusive school. We have a commitment to smaller classes throughout the school (21 classes for a two-form entry school). Our children are predominantly White British although a more diverse community is being established. 10 of 17 recognized groups now within our school community. We have much lower-than-average attainment on entry. Lanesend has above average deprivation, above average, above average, above average EHCP and above national average boys in school. Our mobility remains high. We have higher than average negative health and disability factors in pupils' households (IDACI 2019), lower than average skills and qualifications in pupils' households (IDACI 2019), lower than average employment and income (IDACI 2019). Most of the children reside in deprived living environments (IDACI 2019) and there has been an increase in crime within the community (IDACI 2019).

At Lanesend, we love learning – our teachers love teaching and teach our children to love learning. We ensure that we do what needs to be done for every child. Our aim is to grow successful adults through opportunities to experience diverse aspects of learning and life. We are an Island school with boundless opportunities. Curriculum innovation for the twenty-first century. We install an inspiring a love of learning through positive choices.

We teach children that to love learning, they need to be a Stand Out Learner. A Stand Out Learner has 8 characteristics. These are: Buildability (showing a can do attitude and take challenges), Bounce-ability (bouncing back when things go wrong), Explore-ability (asking questions and trying to find out more), Teach-ability (explaining what you know to others), Team -ability (working with others and learning from each other), Pride-ability (being proud of what you are accomplishing and not just the end result), Change-ability (finding different ways to solve problems) and Stick-ability (never giving up when the learning gets tough).

Our aim for Pupil Premium is to ensure the appropriate provision is provided to the disadvantaged groups in school. We log and track all provision against each individual child to ensure the Pupil Premium funds are accounted for and monitored for each child.

Every child's needs will be different and could include support for their learning, emotional need or support for the family. The aim of the funding is to target the

attainment gap between pupils from deprived backgrounds and their more affluent peers. This gap persists through all stages of education. Research shows that:

- The highest early achievers from deprived backgrounds are overtaken by lower achieving children from advantaged backgrounds by age 7
- The gap widens further during secondary education and persists into higher education
- The likelihood of a child eligible for FSM achieving 5 or more GCSEs at A\*-C is less than one third of a non –FSM child
- A pupil from a non-deprived background is more than twice as likely to go on to study at university than a deprived peer

In addition, research shows that the impact of Covid 19 related school closures had greater impact on Pupil Premium children. It is stated that for primary pupils from disadvantaged backgrounds, the report finds on average 0.5 months more learning loss in reading and 0.7 months more in mathematics compared to their non-disadvantaged peers (EEF, Best Evidence on Impact of Covid 19 on Pupil Attainment)

The funding we receive is not spent on one particular item but is used as part of our budget and used to support a number of areas in school. We track the cost and impact of interventions and ensure that they are having a good impact and well as being cost effective. We will then adjust support as required.

We invest in smaller class sizes due to the high volume of disadvantaged children and vulnerable children, high Additional Educational Needs (AEN) and Education Health Care Plans (EHCPs) in our school. These numbers require higher than average adult support in school. The decision was taken to have smaller classes and 7 more teachers than a normal 2 form entry school.

Due to the high volume of disadvantaged children and vulnerable children we also require a larger than normal Family Team and Inclusion Team to support the children and their families, and the work involved with dealing with outside agencies.

We use Pupil Premium to fund drumming therapy to support emotional wellbeing through music. We have on-site Play Therapist who we utilize to support children who have had challenging experiences or are struggling with emotional regulation. Our Play-Therapist also supports groups of children who would benefit from more targeted small group support.

## Challenges

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

Challenge number	Detail of challenge
1	47 % of PP eligible children have additional SEND needs
2	Children do not feel emotionally secure and ready to learn. They show poor resilience.
3	Access to resources such as books and resources
4	Access to experiential learning especially outdoor learning and culture. Lack of experiences out of school, beyond their local community which can affect the exposure of our children to the vocabulary throughout their education. This means analysing texts or writing about aspects of life are more challenging as there is no experience to relate it to.  This is impacted significantly by the geographical location of living on an island with limited exposure to cultural difference and diversity.
5	Disadvantaged children not achieving the combined measure across reading, writing and maths
6	High mobility rate- children may have attended several primary schools with gaps in school attendance
7	Insecure or overcrowded housing
8	High number of families with mental health diagnosis and illnesses
9	School has a high amount of children known to Children's Services which may be as those subject to Child Protection Plans, Child in Need plans and Early Help Intervention or with high ACE scores
10	Family engagement with school

## 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
Children eligible for the PPG will have their needs identified and provision in place to ensure they are able to access the curriculum.	Children with SEND who are eligible for the PPG will make good progress from their starting points.
Children will have their need understood and met through quality first teaching in a smaller class size , and through a	Tracked intervention will show that emotional regulation has improved (via Boxall profile).

graduated approach to support emotions and improve resilience.	Small classes to support.
Children will have access to the resources required to enable them to learn alongside their peers. Children will have access to educational visits and experiences to support the development of experiential learning. Remarkable PPG children will have access to specific provision.	All children will grow their 'cultural capital'.
Children will have their need understood and met through quality first teaching in a smaller class size. Gaps in learning will be addressed through teaching and interventions if required. A graduated response will be used for additional support in class and then extra specific targeted interventions if required.	Tracking systems will show that children eligible for the PPG will make expected progress from their starting place in all areas. Additional information for intervention shows the impact on children's data.
Large and experienced TAC (Team Around the Child) team available. Open door policy. Families will be supported and signposted to the appropriate services where required. School will proactively work with outside support agencies to support families and children.	Families will be supported. Children will feel secure and ready to learn
Regular opportunities for parents to engage with school in a variety of ways. These include: open door policy, open lessons (shared online), class dojo, performances, events etc	Views gathered via family questionnaire will show that families feel confident to approach the school to discuss their child or any concerns.

## 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: £354,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Online reading resources to be accessed through electronic platforms as part of home learning. Online times table (TT Rockstars, Reading Eggs ) available to support mental maths through electronic platforms as part of home learning. £3000</p>	<p>Electronic resources made available to all pupils working from home with additional support being provided for those at greater risk of losing contact.</p> <p>EEF (+5) The average impact of homework is positive across both primary and secondary school.</p>	<p>1, 3, 5</p>
<p>Attachment and trauma awareness CPD – an attachment aware school is one where the staff understand the neuroscience behind attachment and trauma that stops vulnerable children from accessing learning. £700</p>	<p>EEF (+4) There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.<sup>4</sup> For example, longitudinal research in the UK has shown that good social and emotional skills— including self-regulation, self awareness, and social skills— developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health.</p>	<p>2</p>
<p>Small classes £350,000</p>	<p>We invest in smaller class sizes due to the high volume of disadvantaged</p>	<p>1 2 3 5</p>

	<p>children and vulnerable children, high Additional Educational Needs (AEN) and Education Health Care Plans (EHCPs) in our school. These numbers require higher than average adult support in school. The decision was taken to have smaller classes and 7 more teachers than a normal 2 form entry school. This allows each child more time with their class teacher as well as more time for the teacher to plan and assess due to the decreased number of pupils. This ensures that we are prioritizing Quality First Teaching as our first approach.</p> <p>Research also proves that the effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds (Sutton Trust).</p> <p>EEF</p> <p>The average impact for reducing class size is around 1 month additional progress over the course of an academic year.</p>	
<p>Purchase of standardised diagnostic assessments.</p> <p>£1000</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><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1 5

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

Budgeted cost: £ 36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Lead Tutoring	EEF (+4)	1 3 5

<p>Having analysed our cohorts we have identified that disadvantages pupils rarely achieve RWM combined. We have deployed familiar and trusted adults to provide 1-1 or small group tutoring provision. £36,000</p>	<p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 127,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TAC team £100,000</p>	<p>Due to the high volume of disadvantaged children and vulnerable children, we also require a larger than normal family team to support the children and their families, and the work involved with dealing with outside agencies. This team working closely with the Inclusion Team as a Team Around the Child central team.</p> <p>The TAC team engage with families and the community, support in safeguarding work and signpost parents and children to further help and support. The vast majority of work on the caseload is disadvantaged families.</p> <p>The team will support with early identification and help for children and families who need support, embed safeguarding culture within the school, offer pastoral support for children who are vulnerable and complete pre-emptive work where possible.</p>	<p>2 6 7 8 9 10</p>



	<p>EEF</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress.</p>	
<p>Play Therapy</p> <p>Children/ groups who have had challenging experiences or are struggling with emotional regulation are given the opportunity to express their feelings in a safe environment.</p> <p>£7000</p>	<p>Children/ groups who have access to Play Therapy feel safe to engage with therapy. As a result, they have opportunity to explore their feelings and find ways to process them</p>	2 9
<p>Ensure that all children continue to have access to a wide range of opportunities and experiences (enhanced cultural capital).</p> <p>Funding supports subsidising educational trips and visits.</p> <p>£10,000</p>	<p>EEF (+3) Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. The research here summarises the impact of arts participation on academic outcomes. It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes. Wider benefits such as positive attitudes to learning and well-being have consistently been reported.</p>	4
<p>Contingency fund for acute issues.</p> <p>£10,000</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

**Total budgeted cost: £ 517,700**

## 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.

Covid-19 resulted in extremely disruptive school closures. School closure was the most disruptive and detrimental for our disadvantaged children. They did not engage with home learning as consistently as their peers. Children were not able to access teacher lead interventions and targeted support as easily although attempts were made to run these virtually. We have lost over 1000 staff days due to Covid absence. Over 91 years of children's learning has been lost also.

The pastoral care and wellbeing of children was monitored closely by weekly check ins, small group work, care packages and home visits to PPG children. The team ensured that children had access to weekly food hampers as well as additional extras such as Easter Eggs and Christmas gifts delivered to home. We ensured that children and their families were given the highest level of care and support possible in exceptionally challenging circumstances.

During the last academic year, we continued to complete PIRA and PUMA tests for children who were in school. We were able to benchmark scores against national data. Additional intervention and support were then able to be offered for targeted groups of children. These were offered in person or virtually when children were home learners.

The school is continuing to work on many of the outcomes from the 2020/2021 Pupil Premium Strategy. This is as some outcomes continue, for example small classes and the family support team. Trauma training for all staff was successfully carried out. Additional training on Shame was also completed. The training was very successful in supporting staff's understanding in the reason behind behaviours of concern. Behaviour incidents remain low as a result of good staff knowledge in identifying triggers and supporting the wellbeing of children.

## Further information

### 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.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- 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.

### Planning, implementation, and evaluation

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

We have delivered training to both LSAs and teachers in how best to support PPG children.

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 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.