

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	Lantern Lane Primary School
Number of pupils in school	413
Proportion (%) of pupil premium eligible pupils	20% [FSM6 & EYPP]
Academic year/years that our current pupil premium strategy plan covers:	2020 to 2021. 2021 to 2022. 2022 to 2023.
Date this statement was published	September 2020
Date on which it will be reviewed	Reviewed September 2021 & 2022 Next review due: September 2023
Statement authorised by	Jane Butler, Head teacher
Pupil premium lead	Jane Butler, Head teacher. Paula Hancock, Assistant Head.
Governor / Trustee lead	Jen Bewlex-Allen.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115,297*
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£115,297
*This is based on actual PP and EYPP numbers at September 2022 at the current agreed levels of funding.	

Part A: Pupil premium strategy plan

Statement of intent

At Lantern Lane, we have clearly defined aspirations for all our pupils, as described in our intent statement, and consider our pupil premium strategy to be the vehicle whereby we give our disadvantaged pupils the additional support they may require to achieve this in the same way as any other child that we work with.

Our pupil premium strategy is based on addressing the barriers to success that we have identified for our pupil premium children from working with them on a daily basis and through an understanding of the context of our school. We base our decisions on evidence, gathered both externally and from within our school, and ensure that all strategies are evaluated for impact.

It is widely recognised that the impact of the Covid pandemic has been especially great for disadvantaged children and that, as a result, the period needed for 'Catch Up' is realistically going to be longer (see barriers).

Our pupil premium strategy - and the decisions that underpin it - is based on the following principles:

Whole-school ethos of attainment for all:

There is a culture of high expectations for all.

There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed and staff adopt a 'solution-focused' and personalised approach to overcoming barriers.

Disadvantaged pupils and their families are held in high regard.

Leaders, teachers and other adults understand their role within the school's strategy.

Addressing behaviour and attendance:

A strong emphasis is placed on developing positive behaviours for learning.

The reasons for behaviour are explored to ensure behaviour management strategies are effective for pupils that need support.

Attendance is closely monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.

Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

Quality First Teaching:

The school places a strong emphasis on ensuring all disadvantaged pupils receive quality first teaching; responsive on-going formative assessment is essential to ensure disadvantaged pupils make strong progress.

Teachers are committed to successfully engage with the disadvantaged pupils who may need additional support to thrive.

Professional development is focused on: securing strong subject knowledge; understanding how cognitive load impacts on learning; deliberate instruction & faded scaffolding; use of different questioning techniques and feedback.

Interventions are additional to the entitlement to quality first teaching; class teachers retain accountability for pupil achievement.

Meeting individual learning needs

There is a strong understanding of the barriers to learning and how these barriers present in school.

Extensive knowledge of the children is used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.

Learning gaps and misconceptions are identified and addressed so that pupils can further their learning to enable them to catch up to meet age related expectations or increasingly work at greater depth.

Transition processes for disadvantaged pupils are carefully planned and implemented.

Regular pupil voice ensures we engage with the children's understanding of what helps them to learn.

Data-informed:

The progress of disadvantaged pupils is discussed at Data Support Meetings and at key assessment points (a minimum of 4 times yearly). Actions are identified, implemented and regularly reviewed within each assessment phase.

Clear, responsive leadership

A Strategy Group, which includes leadership and a governor, review the effectiveness of strategies at the end of each assessment point.

Self-evaluation is rigorous, honest and acted upon; it is also shared with staff so that everyone is aware and can make the best decisions to support strong outcomes for these children.

The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.

Leaders apply robust quality assurance processes and clear success criteria.

Deploying staff effectively

Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.

Resources are targeted at pupils at risk of underachievement at all levels of attainment.

Outside agencies fully utilised e.g., healthy families.

Challenges

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

Challenge number	Detail of challenge
1	Children have missed a significant amount of learning as a result of both the disruption of lockdown & illness-related absence. This impacts on social & emotional outcomes as well as academic and the effects of this for disadvantaged pupils are longer lasting.
2	Significant proportion of PP children also have additional learning needs. * *12% are on our SEND Register and a further 13% are being considered vulnerable to SEND.
3	Poor reading, vocabulary and language skills as children are not exposed to a broad range of texts, vocabulary or language beyond school.
4	Limited access to full participation in the school curriculum and school life (Uniform, resources, residentials, trips, sporting opportunities).
5	Lower attendance rates for some PP children when compared to non-PP children which has had a significant impact on the consistency and continuity of their learning.
6	More limited access to social and emotional wellbeing support outside of the school environment.

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: how we will measure impact.
A: Through carefully targeted provision including some continuing catch-up, the academic and social emotional learning needs of all	PP children will be fully engaging in a broad & balanced curriculum supported by good behaviours for learning.

disadvantaged pupils will be addressed.	<p>All staff in school will have high aspirations for the learning outcomes for these children.</p> <p>Academic provision will be tailored to their personal next steps based on a clear understanding of their current attainment.</p> <p>All social, emotional or behaviour needs (that may be a barrier to progress) will be being addressed.</p>
B: Targeted support provided will enable all pupil premium children with an additional need to make good progress, in terms of both their learning and social and emotional needs from their relative starting point	<p>Appropriate academic support will be in place for all pupil premium children to underpin good or better learning outcomes.</p> <p>Appropriate social & emotional support will be in place for all pupil premium children to underpin good or better learning outcomes.</p> <p>Effectiveness of targeted support will be evaluated regularly based on understanding of children's attainment & progress - with changes made as appropriate.</p> <p>Progress & attainment will be stronger for pupil premium children.</p>
C: Pupil Premium children in reading will achieve in line with non-pupil premium children.	Proportion of pupil premium children achieving age-related expectations in reading at key summative points will be in line with their non-pupil premium peers.
E: Equality of opportunity for our pupil premium children in terms of enrichment opportunities & cultural experiences will be improved.	<p>All pupil premium children will access a full range of in-school enrichment, school trips & residential.</p> <p>Cultural experiences, e.g. theatre visits, bookstore trips, attendance at local sporting events, will be offered to all our pupil premium children as part of an enhanced curriculum.</p>
F: Good levels of attendance will support pupil premium children to take advantage of all academic and personal development opportunities.	<p>The number of pupil premium children with good attendance (95% or above) will increase this year.</p> <p>Where attendance is below this, a package of support will be in place to close the attendance gap.</p>

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost (approximately): £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>*CPD to be delivered in respect of QFT both on a whole school basis and targeted as required.</i></p> <p><i>2020 to 2021: focus was on the development of feedback and the importance of retrieval to support building long term memories (supporting knowledge-engaged curriculum).</i></p> <p><i>2021 to 2022: focus on the mastery approach; managing cognitive load; use of dual coding; explicit teaching of vocabulary to underpin knowledge; developing use of knowledge organisers.</i></p> <p><i>2022 to 2023: focus on deliberate practice; using questioning to best effect; modelling & scaffolding; faded scaffolding.</i></p>	<p><i>*Effective feedback supports strong progress [EEF + 7 months] with effective verbal feedback showing even stronger gains. Lower attaining pupils are particularly well-supported by explicit identification of next steps.</i></p> <p><i>*Scientific research shows the importance of teachers understanding and planning for the impact of cognitive load, e.g. using retrieval strategies to embed knowledge to support higher level thinking activities.</i></p> <p><i>*Mastery learning linked with stronger progress and levels of attainment (EEF suggests gains of 5 months). This has also been evidenced in school in maths & whole class reading approaches.</i></p> <p><i>*Oral language intervention has a strong evidence base (EEF+7). Discussion around texts in whole class settings are shown to improve comprehension - as is the explicit teaching of vocabulary.</i></p>	1
<p><i>To create a literary rich environment:</i></p> <p><i>*Investment in reading resources within school to support the new Phonics programme (both IT based & book stock).</i></p> <p><i>*Investment in reading resources to further develop class libraries.</i></p>	<p><i>* Children being immersed in reading and literature is linked to better academic outcomes, recognising the barrier that weak reading skills creates across the curriculum.</i></p> <p><i>*Teaching approaches that encourage children to develop reading fluency are linked to gains in comprehension skills.</i></p>	3

<p><i>*Research into the most effective form of a school library (in line with Reading Frame) recognising the impact of technology in how texts are accessed.</i></p> <p><i>*Further development of class story time and the new 'Rhyme Time' initiative.</i></p> <p><i>*Further development of whole class reading from the perspective of supporting the disadvantaged child.</i></p> <p><i>*Investment in enhanced phonics provision in line with DfE direction (including a cohesive intervention programme).</i></p> <p><i>*Strategies explored to ensure that pupil premium children can access quality texts when outside of school.</i></p>	<p><i>*Explicit teaching of reading comprehension skills is associated with strong gains in learning (+7 months EEF) especially when children also practise in pairs (collaborative learning also beneficial according to EEF)</i></p> <p><i>*Strong evidence base for the use of systematic, synthetic phonics as per DfE renewed validation.</i></p> <p><i>*It is recognised that disadvantaged children may acquire phonics skills more slowly so quality provision in phonics - together with additional 1:1 or small group support is essential.</i></p>	
<p><i>*Monitoring of pupil premium support & outcomes to be coordinated by a senior leader in school.</i></p>	<p><i>*Experience in our setting and other primary settings has shown that initiatives are most effective when the whole school is engaged with senior leaders providing direction, support & accountability in a consistent and personalised manner.</i></p> <p><i>*Strong relationships with teaching staff together with high expectations for all children support good learning outcomes.</i></p>	1-5
<p><i>*ECTs & RQT to be mentored by senior leaders to ensure their retention and development of effective practice for all children including pupil premium.</i></p>		1/2/3
<p><i>*Staff held accountable for progress of PPG children through regular challenge of data support meetings and performance management cycle.</i></p>		1/2/3/5
<p><i>*Investment in staff training and resources to increase effectiveness of diagnostic assessment (including Twinkl Phonics assessments/ GL Assessments).</i></p>	<p><i>*Identifying gaps in learning and making adjustments to whole class teaching & structured support are widely recognised as key to addressing any learning losses (DfE guidance/ EEF research).</i></p> <p><i>*Retrieval activities - as well as supporting long term memory - give</i></p>	1/2/3

	teachers significant insight into knowledge & understanding of pupils in a non-threatening way.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost (approximately): £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>*In class targeted support by SLT members, teachers and teaching assistants.</i>	Supports personalised feedback at the moment of learning (see earlier evidence for effective feedback). Allows instruction to be more individualised (EEF + 3 months) and can harness the benefits of collaborative learning also.	1/2/3
<i>*Provision of small group & individual intervention by LLPS staff to address learning gaps. *Senior leader oversight & direction of the intervention programme.</i>	See above. Some interventions based on use of recognised & widely used programmes that are evaluated across the primary sector (and found to be effective). Lantern Lane evaluations inform future interventions.	1/2/3
<i>*Continued investment in inclusive technology (e.g. Clicker 8) and other resources that support all to access the curriculum.</i>	Children with additional needs are supported to access the curriculum resulting in learning and self-esteem gains. National Literacy Trust survey concluded that the main benefits of Clicker 8 were: -engagement in learning; - differentiated support; -opportunities for personalised learning; -supporting learner independence.	1/2/3
<i>*Data support meetings to have a focus on improving outcomes for PPG children through coordinating approaches in whole class with</i>	<i>*Experience in our setting and other primary settings has shown that initiatives are most effective when the whole school is engaged with senior leaders providing direction, support &</i>	1/2/3

<i>intervention programmes, both academic and pastoral.</i>	<p>accountability in a consistent and personalised manner.</p> <p>*Regular challenge over the progress of pupil premium children is a feature in all the schools recognised for their successes in closing disadvantaged difference.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost (approximately): £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>*Staff CPD in supporting children with mental health barriers to achievement (including continued development in school of Emotion Coaching).</p> <p>*Staff CPD in respect of safeguarding vulnerable children.</p>	<p>Association for Child and Adolescent Mental Health.</p> <p>"Teachers are widely recognised as being well-placed to identify mental health & well-being issues provided they are supported with appropriate training".</p> <p>Schools with social and emotional learning programmes show an increase in scores in standardised tests, compared with scores from non-intervention schools (Durlak et al, 2011).</p>	1/6
<p>*Provision of ELSA, as appropriate.</p> <p>*Wellbeing Support Assistant role (children with emotional & social barriers to learning supported through a varied package of support).</p>	See above.	1/5/6

*Work with external agencies in the promotion of children's wellbeing.	NICE recommends that children in primary education (aged 4-11 years), who are showing early signs of emotional and social difficulties should be considered for external intervention delivered by specialists.	1/6
*Financial support in respect of uniform and childcare (e.g. afterschool care).	DfE supported strategy as it promotes inclusivity and readiness for school, which in turn has a positive impact on being ready to learn.	4/1/3
*Subsidisation of school enrichment activities (e.g. ice skating/ music tuition); school trips & residential.	Council for Learning Outside the Classroom supports increasing equality of opportunity in respect of trips & residential that are linked to curriculum learning or developing personal skills, e.g. independence, collaboration & problem solving. EEF associates outdoor learning with progress gains of	4/1/3
*Parent liaison and individual support packages to maximise vulnerable children's attendance at school	DfE research (2016) showed that every day of absence for a child was associated with a lower chance of achieving 5+ good gcse. https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014	1-6

Total budgeted cost: £112,000.

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.

Through the development of a robust catch-up curriculum, the academic and social, emotional learning needs of all disadvantaged pupils will be addressed.

PP children's attainment & involvement in intervention is evaluated termly by the PPG Lead (a member of SLT) on an individual basis. This informs discussions with year groups on 4 occasions across an academic year through the medium of Data Support Meetings, ensuring staff awareness of these children & building high aspirations based on a collaborative approach to addressing their needs.

An individual intervention programme is designed based on both academic & social/ emotional needs.

Progress for Pupil Premium Children (during year 2021 to 2022) ...

F2 to Year 6:

In terms of the academic outcomes, across the academic year 2021 to 2022, 87% of the pupil premium children at Lantern Lane made good or better progress where good progress is defined as maintaining their attainment profile across all three subjects and better than good progress is presented by moving up an attainment level in a least one of the core subjects.

38% of our pupil premium children made better than good progress (as defined above).

For the small number of children who have not made good progress in this year, teaching staff & senior leaders have a clear understanding of the barriers for these children and regularly review these & the interventions that may address them.

Pupil voice in Spring 2022 demonstrated that our pupil premium enjoy & understand the value of their school experience. On average, they rated their enjoyment of school as 8.5 (out of 10). All children were able to identify positives from their experience at Lantern Lane; explain which lessons inspired them and give examples of how they were supported to learn. The vast majority of children interviewed in Year 6 made the link between doing well at primary school & success in later life.

During the year, 63% of PPG children have accessed interventions that proactively support their social and emotional needs. 30 children have been supported by either our Wellbeing Support Assistant or our ELSA whilst other pupils have had further intervention through nurture groups, friendship interventions and wellbeing activities, e.g. gardening.

This is a vital part of our provision for these children, recognising that positive mental health & strong social interactions in school are a vital platform upon which learning progress sits.

Through rigorous preparation and clear communication with parents, pupil premium children will access home learning in the event of lockdown.

No significant requirements here during 2021 to 2022 academic year (see previous comments).

Targeted support provided will enable all pupil premium children with an additional need to make good progress, in terms of both their learning and social and emotional needs from their relative starting point.

10 pupil premium children are/ were also on our SEND register.

9 are making good progress or better (with two children being tracked using B-Squared).

The child making less than expected progress is in support of significant intervention in respect of her behaviour.

There are 11 pupil premium children that are considered vulnerable to SEN. 91% are making at least good progress and 45% are making better than good progress.

Pupil Premium children in reading will achieve in line with non-pupil premium children.

In terms of the 2022 summative outcomes **at the expected level**...

In Year 2, there was effectively no difference between the pupil premium children & their peers (4pp) at the summative point.

There remained a difference in EYFS (18pp) and in Year 6 (26pp) although this is lower than Autumn 22 for EYFS.

In Year 3, the pupil premium group are outperforming their peers and the difference in Year 5 remains modest.

In Year 4, the pupil premium attainment has strengthened across the year by 11pp.

At the **higher attainment level**, there is no difference in Year 1 with the pupil premium children in both Year 2 & Year 5 outperforming their peers.

In Year 3 & Year 4, the difference is modest being equivalent to approximately one child.

Where there are differences remaining, we continue to strive to reduce these further through:

*All PPG being targeted in Whole Class Reading sessions (PPG Lead will shortly access external training to support a school action plan in this regard);

* Inclusion in interventions that have been evaluated as at least good, chosen based on our clear understanding of both their phonics/ reading strengths & areas of development;

*Use of diagnostic testing (where appropriate) to determine barriers (see above).

Some examples are...

F2: All PPG children were included in the critical readers' programme designed to ensure regular engagement with phonetically appropriate texts with 57% also engaging in an additional word reading intervention.

Year 1: 3 children not working at the expected level in reading have all accessed a Phase 5 Phonics intervention and two have also completed Switch On (our highest rated reading intervention).

Year 2: 2 children are now meeting Year 2 objectives as a result of involvement with Switch-On with one child having used this intervention to reach the higher level.

Year 3: 47% of children have accessed a reading intervention rated as good or better with 3 of these children achieving meeting from a lower starting point.

Year 4: 45% of children have strengthened their attainment in reading across the year through accessing effective intervention.

Year 5: 38% of children have strengthened their attainment in reading across the year through accessing a range of different interventions (including through the National Tutoring Programme & School Led Tutoring). A significant 85% of these children had intervention to improve decoding, comprehension or to encourage reading for pleasure.

Year 6: 25% of children have strengthened their attainment in reading across the year through accessing a range of different interventions (including through the National Tutoring Programme & School Led Tutoring). A significant 59% of these children had intervention to improve decoding, comprehension or to encourage reading for pleasure.

Equality of opportunity for our pupil premium children in terms of enrichment opportunities & cultural experiences will be improved.

No pupil premium child was excluded from any trip or residential on the basis of cost.

Residential took place in Year 4 & Year 6 with 46% of the pupil premium children in these year groups having the trip subsidised.

Across Year 1 to 6, 14% of children received subsidised music lessons (e.g Rock Steady, guitar or piano).

All pupil premium children in Year 6 attended a theatre production during the year and spoke positively about this experience.

Good levels of attendance will support pupil premium children to take advantage of all academic and personal development opportunities.

We recognise the importance of attendance for all children but - in particular - our PPG children and this is proactively addressed by the Attendance Lead and the Wellbeing Support Assistant in conjunction with the PPG Lead. This entails regular interaction with families, both at Parents' Evenings and on a weekly basis, so that there is a shared appreciation of this.

Year group staff also understand the part strong relationships can play in improving attendance & there are many instances where improved attendance can be attributed to these.

Attendance across Autumn & Spring terms shows an improving picture as follows:

	Autumn 2021	Spring 2022	Summer 2022
% pupil premium children with attendance >90%	69%	74%	NB: currently being processed.
% pupil premium children with attendance >95%	42%	49%	

Service pupil premium funding:

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?	<p>Given the small numbers in school (4 children), our strategy is to individualise provision, where needed. Examples include:</p> <ul style="list-style-type: none">*support to increase engagement both remotely and during face-to-face (child & parents);*targeted academic support during whole class time;*intervention to support accelerated progress, e.g. reading booster groups & critical readers;*Emotional & social support through personalised social and emotional programmes*Access to enrichment opportunities;
What was the impact of that spending on service pupil premium eligible pupils?	<p>All children were able to engage successfully with the curriculum, supporting them to make appropriate progress.</p> <p>Gaps for these children, both academically and socially/ emotionally, are being addressed through quality first teaching foremost and through focused intervention, where appropriate.</p>