

LORDSHIP LANE PRIMARY SCHOOL **Pupil premium strategy statement**

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	504
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	December 2022-December 2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Patsy Peres Interim HT
Pupil premium lead	Michelle Randles HT
Governor / Trustee lead	Jenny Thomas Chair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 244,790
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 244,790

Part A: Pupil premium strategy plan

Statement of intent

We are a large inner-London Primary school where approximately 75% of children do not speak English as their first language. We have high expectations for all pupils and believe that deprivation and challenge does not mean low ability. We are aware that not all pupils who are entitled to free school meals are socially disadvantaged, just as we acknowledge that some socially disadvantaged children do not qualify for FSM. Common barriers to learning can be less support from home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing.

Our aim is that all children will have access to:

- Quality First Teaching
- Additional time for Phonics and/or Early Reading strategies
- Behaviour support via our Learning Mentors
- After-school activities to develop physical and well-being skills
- Free breakfast club where appropriate
- In year 6, a residential visit to rural south Wales

This list is not exhaustive and will change to meet the needs of our pupils. Pupil Premium funding will be used to support the initiatives above for whole classes, small groups or individuals based on an analysis of need. By these methods, we will narrow the attainment gap so that all children are targeted to achieve ARE by the end of year 6.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry into EYFS stage
2	Restricted language and communication skills
3	High percentage of EAL
4	More frequent behavioural difficulties
5	Attendance and Punctuality
6	High level SEND
7	Low parental engagement

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
Phonics	Achieve national or above in PSC.
Attendance	Ensure attendance of disadvantaged pupils is in line with other groups of children nationally.
RWM	To be in line with other national data.
Cultural Capital	All pupils to have access to high quality trips and visits as well as extensive texts taught in reading lessons and via our reading for pleasure strategy.
Speech and Language	Increasing number of pupils to have access to SALT interventions, with this impacting on the development of these pupils.
Behaviour	Pupils are able to self-regulate their emotions and are taught strategies to do this. Pupils are supported in their emotional development and develop behaviours that enable them to learn effectively.

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: £72,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued Phonics training: RWInc with Literacy Hub to support CPD.	Phonics results are not in line with National (but improving). RWInc needs embedding across the school to support pupils.	1, 2, 3, 5

	Whole staff training needs to continue as children from R-Y6 are having phonics interventions.	
Small group interventions/SALT CPD	Many children need intensive support with social skills and are in need of small catch up groups – training has been provided for staff in: See me Follow me, Phonics, Lego therapy, SALT (specialist therapist support for staff training).	1, 2,3,4,6
Higher Level Teaching Assistant to provide high quality, consistent cover and targeted interventions.	Evidence indicates that consistent, high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils.	1,2,3,4,5,6
Restorative Justice	Restorative Justice training for all staff. The pastoral team will deliver small group sessions to support pupils in restorative techniques.	1,2,4

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

Budgeted cost: £120,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA and support daily for small groups of children to raise attainment.	A small group approach is used to support pupils.	1,2,3,4,5,6
Two Learning Mentors to provide behavioural and learning support.	Learning mentors work with key PP pupils. They deliver structured social and emotional support and help pupils engage with their learning.	2,4,5
Y6 booster/intervention sessions	SLT working with small groups throughout the year to improve SATs outcomes.	2,3,4,6
Focus on PP children in Pupil Progress Reviews.	Effective PPRs ensure clear identification and targeted support for underperforming PP children	1,2,3,4,5,6

Talk Boost	A targeted small group intervention for speech and language support pupils to improve their communication skills.	1,2,3
Easter School for Pupil Premium children in year 6.	Year 6 pupil premium children to be invited to Easter school to support learning.	2,3,6
Speech and Language therapists work within the school.	SALT work to deliver speech and language therapies to key pupils and train staff to deliver those therapies in the future. Parent support is also available to help improve pupil communication.	1,2,3,4,6,7
Haringey Literacy Pirates	Pupil premium children in year 5 and 6 attend literacy support groups after school.	2,3,6

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

Budgeted cost: £51,715

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reset room	Space developed and resourced for pupils to regulate their emotional health and to support their well-being so they can access classroom learning	1,2,3,4,5,6
Breakfast club	Social skills for children, Small play sessions and healthy breakfast to start the day so they can access learning.	1,2,3,4,5,6
Trips, visits and resources.	Payment for PP children's trips and visits to support children's cultural capital and further embed curriculum learning.	1,2,4,7
Learning Mentor to help improve attendance.	Learning mentor to spend half a day a week to prioritise attendance for PP pupils.	7,5
Pastoral Care Lead led sessions.	The pastoral care lead delivers sessions to PP pupils who are known to social care or vulnerable.	4,7

Increase the pastoral offer with increased music Therapists in school.	Music therapy is used to enable children to express and manage their emotions.	2,3,4,6
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Total budgeted cost: £ 244,965

Part B: Review of the previous academic year 2022-2023

Outcomes for disadvantaged pupils

- Pupils behaviour at school is very good. Only 0.8% of pupils have been suspended over the last year.
- Pupils attendance is also very good. Disadvantaged children's attendance at our school for 2022-2023 was 91%. National was 92%
- At Ks1 our disadvantaged pupils attained in line with/better than national figures in:
 - Reading expected and greater depth
 - Writing expected
 - Maths expected
- At Ks2 our disadvantaged pupils attained in line with/better than national figures in:
 - Writing expected
 - Writing greater depth
 - Grammar Punctuation & Spelling
 - Grammar Punctuation & Spelling greater depth
- At Ks2 our disadvantaged pupils made in line with/better than average progress in:
 - Writing
 - Grammar Punctuation & Spelling
- Our disadvantaged pupils receive excellent care at our school. Evidence of this can be seen from our Ofsted Report 2023 and LA Safeguarding audits. Our pupils tell us they feel safe and looked after.

Summary:

Whilst not all data shows full impact -as laid out in our strategy- significant improvement has been made during the first year of this PP Strategy. Our disadvantaged pupils have attained well in many subjects and made good progress across Ks2. Moreover, they are happy and well-cared for in school, indeed they are keen to attend.

In the following two years of this action plan it will be important to focus on Maths and Reading progress across the school.

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Externally provided programmes

Haringey Literacy Pirates

Service pupil premium funding (optional)

Not applicable