



Pupil premium three-year strategy statement for Lordship Lane Primary School 2021-2022

Introduction

The Pupil Premium is the funding allocated by government to children who are entitled to Free School Meals or who have claimed Free School Meals in the past 6 years. It is also allocated to Looked After Pupils and children of Service Personnel. The funding was given to schools in an attempt to close the gap in attainment between disadvantaged and non-disadvantaged children. Closing this gap has been challenging for schools and the reasons for the gap are numerous and complex. Nationally, a disadvantaged child is still more than twice as likely as their classmates from more advantaged homes to leave primary school without reaching expected levels in reading and writing.

The aim of this money is to try to close the attainment gap between pupils and to try and remove any barriers to learning that pupils may face. At Lordship Lane Primary School, the Pupil Premium has been making a significant difference to our disadvantaged pupils. Our pupil premium pupils are a defined group but we are careful not to label pupils and make assumptions about their learning. Instead, we look at pupils as individuals in our pupil progress reviews, considering any barriers they be facing and deciding what support each child would most benefit from in order to make the best possible progress.

The pupil premium budget has been reducing over past 4 years as take up of Free School Meals has been less. This is partly related to free dinner being offered to all EYFS and KS1 pupils. Parents who receive benefits are still encouraged to apply for free school meals. We are adopting a 3-year strategy plan to help us plan the most effective use of the pupil premium grant. This plan is a working document and will evolve throughout the year as we carefully monitor the progress and wellbeing of our disadvantaged and vulnerable students. We will update the plan annually on the school's website.

School overview

Detail	Data
School name	Lordship Lane Primary School
Number of pupils in school	504
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022
Date this statement was published	1 st December 2021
Date on which it will be reviewed	1 st December 2022
Statement authorised by	Julia Scannell - Headteacher
Pupil premium lead	Jennifer Langstaffe Deputy Head Teacher
Governor / Trustee lead	Iftikhar Hussain Curriculum Committee Chair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 244790
Recovery premium funding allocation this academic year	£
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	£

• 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. In the upper school we are three form entry, but the recent shrinking of London has meant two form entry in year R, and smaller classes than we would like in other year groups.
- In year 3, the effects of the pandemic are at their greatest, and therefore we have taken the step of dividing the three-form entry into four small classes to help these children catch up.
- 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
 - A Tailored Curriculum which identifies gaps and teaches key concepts
 - Personalised WIN (What I Need) sessions
 - The government's tutoring programme where necessary (NTP)
 - Additional time for Phonics and/or Early Reading strategies.
 - Behaviour support via our Learning Mentors
 - After-school activities to develop physical skills
 - Free breakfast club where appropriate
 - Homework Club
 - In year 6, a residential visit to rural south WalesThis 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 across all year groups (approximately 80%)
4	More frequent behavioural difficulties
5	Attendance and Punctuality
6	High level SEND across the school (22% across the school)
7	Low parental engagement
8	Many pupils with Social Services involvement
9	6 ECT teachers

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 above 95%
RWM	To be in line with other national data
Cultural Capital	All pupils to have access to high quality trips and visits
Speech and Language	Increasing number of pupils to have access to SALT interventions, with this impacting on the development of these pupils.

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Division of year 3 into four smaller classes Meaning an extra teacher has been employed	Data showed that year 3 had suffered the most from the Covid pandemic. The children needed additional support to catch up with reading and phonics.	1 2 3 4 6
Extensive training programme in phonics and early reading	All TAs and teachers in EYFS and Key Stage 1 have received training on phonics – leading to a consistent approach across the school, and rapidly raising attainment. Our first two data drops of the autumn term show that the children are making progress by being in the appropriate group. Children with better skills are able to be supported to begin Early Reading schemes, thus helping to close attainment gaps.	1 2 3
Purchase of 'Flash Academy' and associated lap tops for EAL pupils	Approximately 75% of children have English as an additional language. Pupil mobility that we accept many pupils in-year who have no or little English. These children are supported by learning modules from Flash Academy	3
Speech and Language therapist	"Unlocking Language" one day a week assess children for speech and language difficulties and advise on appropriate strategies.	2 6
TA provision for year 1	In addition to TAs allocated to 1:1 support, each year 1 class has the support of a TA, who is trained in phonics and maths strategies.	1 2 3 4 6
Talk for Writing	Specialist consultant support to encourage better outcomes in writing by promoting the initial dialogue between pupils and staff. Targeted CPD sessions for each year group have supported the	1 2 3 6

	development of structured discussions	
Seconded DHT to support teaching – introduction of Rosenshine principles to underpin learning strategies.	Rosenshine principles embedded into classroom teaching. CPD sessions run weekly to support Rosenshine.	1 6

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Years R to 3 streamed for intensive support in phonics – requiring additional support from TAs	Evidence that progress is accelerating and fluency increasing as children receive targeted support. Reception class children are now able to blend their sounds and more children are beginning the RWI scheme across the KS1 year	1 3 6
NTP programme	1:3 tutors working across year 2, 5 and 6 in phonics, reading and maths.	1 3 6
2 Specialist SEND teachers	0.5 teacher supporting SEND across EYFS and KS1. 0.5 teacher supporting SEND across KS1.	1 6
Additional support for behaviour from two learning mentors	Learning mentors supporting children with their behaviour and providing intervention sessions on behaviour, friendships and zones of regulation.	1 4
Music Therapy	Supports our most vulnerable pupils to express and build on their language skills – supporting their emotional regulation.	1 4 6
Times tables 'Rock Stars'	Supports children with their mathematical times tables knowledge.	1 6

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Child Protection Officer (PT)	PP children are disproportionately represented in our CP case load. As our mental health lead our CPO supports families across the school and pupils with their mental health and wellbeing. With in the additional increase in Social Service involvement, it is essential that we know our children and can spot triggers which will affect learning.	4 7 8
Learning Support Officer (Behaviour Support)	Children receive personalised support from the learning mentors to regulate their own behaviour in school.	4 8

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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.

Data shows that all groups made less progress than predicted for 2019-20. Outcome for the school were below national average. Particularly affected were the younger year groups. As a result, strategies were put in place to support the children to 'catch up and keep up'. These included a very strong focus on phonics and reading across the school, meaning that all children have quality first teaching time in the mornings to develop their skills. Where necessary, pupils who needed particular support to catch up were put into smaller, grouped cohorts to ensure they had support for phonics and early reading. This has been particularly effective in the younger year groups, where pupils are beginning to make accelerated progress.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
SALT support	Unlocking language
Music Therapy	
Access to on-line learning during Covid Pandemic	SeeSaw Whole school on-line learning provider
Data Analysis and assessment	STAR assessments
Parent to school communication system	PING
Mathematics Mastery Scheme	Maths No Problem

Further information (optional)

Pupils have been given support for early reading and phonics in smaller groups, and have made accelerated progress as a result of this strategy. The development of vocabulary has been enhanced by a focus of reading for writing, discussion sessions in lessons, and story-time every day for all year groups. In year 3, where the delay was more noticeable, pupils have been divided into four small mixed ability groups.