

Lanner Primary School



School strategy statement

Pupil premium

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 | Lanner Primary |
| Number of pupils in school | 206 (inc YN) |
| Proportion (%) of pupil premium eligible pupils | 28% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2024 2022-2023 2023-2024 |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | March 2022 (Sept and March reviews each year) Sept 22 |
| Statement authorised by | Tamsin Lamb |
| Pupil premium lead | Kieran Walsh/Caroline Dinham |
| Governor / Trustee lead | Kym Mann |

Funding overview

| Detail | Amount |
|---|-----------|
| Pupil premium funding allocation this academic year | £65385.00 |
| Recovery premium funding allocation this academic year | £6380.00 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £500 |
| 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 | £72,265 |

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium is allocated to schools for children of statutory school age from low income families who are known to be eligible for free school meals (or have been in the last 6 years), children who are looked after and to children of parents who are currently serving in the armed forces.

Our considerations for determining fund allocation include:

- We know that the Covid pandemic and associated lockdowns have had differing impacts on our children and their families and that our work can support recovery.
- We ensure that the highest possible standards of teaching is on offer to all children and this is at the heart of Lanner School's strategy.
- We believe language, vocabulary and a love for reading will equip children from a disadvantaged background to achieve their full potential.
- We recognise that not all children who receive free school meals will be socially disadvantaged and we also recognise that not all children that are disadvantaged have free school meals.
- We have invested heavily in working with our families, and we will continue to forge, positive and productive relationships. We know that positive relationships are vital to ensuring good outcomes for children.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Our youngest disadvantaged children typically start school with higher needs regarding their communication skills and vocabulary development. |
| 2 | Attendance levels of those children in receipt of pupil premium are lower than the non-pupil premium children in the school. |
| 3 | Our disadvantaged children typically have had fewer experiences outside of school that would enable their cultural capital to be enriched. |
| 4 | (Attitudes to learning) A love and passion of reading. Engagement with books more generally, is typically less prevalent within our children who are disadvantaged. |
| 5 | Children who are disadvantaged within our school are less likely to be working at greater depth in all subject areas. |

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 |
|---|--|
| <p>There will be a structured and systematic approach to vocabulary development to ensure that all children's communication skills are enhanced.</p> | <ul style="list-style-type: none"> • The gap in communication skills between disadvantaged and non-disadvantaged children will be diminished • The school's approach to vocabulary development will be systematic and progressive. |
| <p>Differentials in attainment between disadvantaged and non-disadvantaged pupil groups will be eradicated (or significantly reduced)</p> | <ul style="list-style-type: none"> • Gaps in children's knowledge and understanding within the sequential curriculum will be rapidly identified and addressed. • Very high quality teaching provision will be in all classrooms for all children • A comprehensive and individualised approach to continual professional and personal development will be in place and all staff will be able to identify their own next steps to ensure quality first teaching is consistently developed and enhanced • Teaching assistants will be able to support pupils to develop independent learning skills and manage their own learning |
| <p>Attendance levels for all children in the school are at least 97%</p> | <ul style="list-style-type: none"> • Children are engaged in their learning and want to come to school for the right reasons. Attendance schemes are not used to incentivising/bribe children to attend. i.e monetary/toys awarded for attending school. • A robust system will be in place to monitor, support and challenge attendance. • There will be no differential between the attendance of the groups in receipt of pupil premium and those not in receipt (or the gap will have diminished significantly) |
| <p>All children within the school will have the opportunity to take part in a wide range of experiences inside and outside of the school curriculum</p> | <ul style="list-style-type: none"> • A series of events '50 things to do before you leave Lanner' will be in place ensuring that all children will have the opportunity to take part in a wider curriculum visit outside of the normal school curriculum during each academic year. These events will be subsidised through fundraising events and contribution through the pupil premium • There are planned visits aligned to the children's learning throughout the school year. Financial constraints will not affect disadvantaged children attending these. |

| | |
|---|---|
| | <ul style="list-style-type: none"> • All year groups from year 3-6 have the opportunity to attend an overnight residential event. This will progressively build throughout the years, with the final trip for Y6 children being a 2 night residential to London. Subsidies for those children in receipt of pupil premium will be provided to ensure there are no financial constraints on all children attending. Y1 and Y2 children will have 'late' events at the school, where they will experience the benefits of foraging, outdoor learning and dinner away from home. • The school's outdoor areas will be further developed to stimulate and support imaginative play for all children |
| <p>All children will develop a love of reading and be able to discuss their favourite books and authors</p> | <ul style="list-style-type: none"> • All children will pass the phonics screen by the end of year 2 (with over 90% passing in year 1) ensuring children are fluent readers as early as possible • A 'recommended reads' scheme will be in place that enables staff and children to share their favourite texts and for the school to purchase these to enable other children to experience them • Children will demonstrate a love of reading and will be able to articulate what they have read and by which authors. • Our curriculum ensures a journey of reading. • All children will be taken to the library and given access to a library card and online resources. • Reading sheds will be placed around the school to allow children to read outside or in more unstructured times. • Accelerated reader will track and assess children's reading ability and they will have a wide range of books to choose from. • Our Lanner Vending Machine, will be used weekly to reward readers from every key stage. • Children will experience local authors and be inspired to read their books. • Characteristics of effective learning will continue to be at the heart of Lanner School. This will be promoted and celebrated weekly. |

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)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Introduce incremental coaching for all teachers | 'Developing great teaching' (Cordingley et al 2015) identifies emergent findings from an umbrella review of evidence that shows: - Extended programmes of CPD, approximately 2 terms or longer, with iterative follow ups following the initial input create a 'rhythm' of activities that are most likely to have the greatest input for ongoing teacher development | 1, 4 and 5 |
| Increase focus on individual subject knowledge and development to ensure a broad and balanced curriculum with experts in all subjects within the school with a focused understanding of what constitutes working at greater depth | Cordingley et al's 'Developing great teaching' study (2015) Pedagogical strategies for teacher development are important but should be contextualised within subject specific content if they are to be most effective. | 5 |
| Create a defined and progressive vocabulary programme | The need to address closing the vocabulary gap and key strategies from Christ and Wang (2011) 'Closing the Vocabulary gap'. Information incorporated within Alex Quigley's text, 'Closing the vocabulary gap' (2018) | 1 |
| Ensure continued investment and | EEF impact report of explicit and systematic teaching of phonics | 5 |

| | | |
|--|--|---|
| upskilling of staff to deliver quality synthetic phonics programmes | shows high impact for very low cost based on very extensive evidence. Skilled implementation can result in an average impact of the adoption of phonics approaches of approximately 5 months progress over the course of a year. | |
| Utilisation of Accelerated Reader and other reading scheme approaches to increase children's access to a wide range of texts | EEF summary regarding the efficacy of Accelerated Reader indicates that children offered AR made 3 months additional progress in reading compared to other similar pupils. For pupils eligible for free school meals, the figure was 5 months additional progress (NB EEF research was carried out on year 7 pupils hence ongoing analysis of impact is required for younger year groups) | 5 |
| Utilisation of RWI across the school, starting in YN to ensure a consistent and systematic approach to phonics teaching. | 'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.' EEF (Evidence strength 5/5) 'The average impact of oral language interventions is approximately an additional six months progress over the course of a year.' EEF (Evidence strength 4/5) | 1 |
| Ambitious targets set for every PP child in the school. | Numerous research on high expectations highlights that children are far more likely to exceed and make accelerated progress if they are given ambitious and challenging targets. | 4 |

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

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Targeted use of Teaching Assistants for pre and post teach sessions to enable | 'Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact than deployment in everyday classroom | |

| | | |
|--|--|--|
| children to access and consolidate learning | environments.' EEF Teaching Assistant Interventions (Evidence strength 3/5) | |
| Targeted phonics and speech interventions (through RWI) to enable children to make accelerated progress towards age related expectations | 'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.' EEF (Evidence strength 5/5) 'The average impact of oral language interventions is approximately an additional six months progress over the course of a year.' EEF (Evidence strength 4/5) | |

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

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Enhance the approach to attendance (including approaches to tackle low attendance as well as celebrate strong or improving attendance) for all children who are not at 97% or higher | Clear and consistently applied systems and processes to improve, reward and incentivise attendance and address absences (systems that are inclusive and appropriate for all pupils) are key elements of improving attendance (Dept for Education: Improving school attendance guidance, Sept 2021) | |
| Enhance the school's outdoor areas to provide additional opportunity and support for imaginative play | Bento and Dias (2017) summarise a body of research that illustrates that play, particularly outdoors, promotes cognitive, physical, social and emotional well being offering the necessary conditions for children to thrive and learn. The outdoor environment in particular can contribute significantly to children's needs for free play. | |
| Ensure active participation in community traditions (local festivals, parades etc) | See Tramonte and Willms research above. | |
| Build the school's wellbeing programme | 'Parental engagement has a positive impact on average of 4 months | |

| | | |
|---|---|--|
| including ensuring links for parental involvement | additional progress.' EEF (Evidence strength 4/5) | |
|---|---|--|

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.

July 2021 marked the end of the school's previously defined pupil premium strategy. Analysis of the impact of previous actions and initiatives are detailed in the review document (see separate document on website).

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 |
|------------------------|----------------------|
| Accelerated Reader | Renaissance Learning |
| Times tables Rockstart | Maths Circle Limited |
| Nessi | Nessi Learning |

Service pupil premium funding (optional)

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? | Learning Mentor, curriculum, (see above) | | | |
| What was the impact of that spending on service pupil | Progress score for disadvantaged pupils | 5.59 | 6.66 | 6.18 |

| | | | | |
|--------------------------|--|-------------|-------------|-------------|
| premium eligible pupils? | Confidence interval What does this mean? | 0.9 to 10.2 | 2.2 to 11.1 | 1.8 to 10.5 |
| | Number of disadvantaged pupils | 7 | 7 | 7 |
| | Disadvantaged pupils with adjusted scores | 0 | 0 | 0 |
| | National average for non-disadvantaged pupils What does this mean? Switch comparator What does this mean? | 0.41 | 0.39 | 0.54 |

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.