

# Pupil premium strategy statement – Lanner School

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	204
Proportion (%) of pupil premium eligible pupils	20.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Kieran Walsh
Pupil premium lead	Caroline Dinham
Governor / Trustee lead	Sarah Brough

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70057
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
<b>Total budget for this academic year</b> <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>	£70057

# Part A: Pupil premium strategy plan

## Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

At Lanner Primary School, we have the highest expectations for all of our children, including our vulnerable cohorts. Our focus on the whole child ensures that we promote and develop self-esteem and self-worth as priorities, knowing that these are the building-blocks to positive relationships in school, and with education. We, as teachers, hold ourselves accountable for the progress and outcomes of our pupils, understanding that when our expectations are high, children will rise to them in a self-fulfilling cycle of high expectations leading to high levels of self-efficacy and sense of agency, and therefore high achievement. We fully believe that when we unlock learning, we enable life-long life choices.

## Challenges

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

Challenge number	Detail of challenge
1	Pupils live in a predominantly monocultural and geographically isolated part of Britain which limits their exposure to, and knowledge of, the diverse range of cultural backgrounds beyond their own community
2	The word-gap between children living in disadvantage and their peers is large.
3	High numbers of children living in disadvantage have speech and language needs.
4	Significant numbers of pupils lack appropriate access to the internet or devices at home, this can lead to a lack of understanding of purposeful technology use, low confidence in school with use of technology or risky behaviours online.

5	Increasing numbers of children show the signs and symptoms of low self-efficacy: avoidance of challenge, low motivation, self-doubt, anxiety and stress.
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## 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
To enrich and broaden our children's understanding of cultural diversity within Britain and around the world	Children have a knowledge of the cultural diversity within their own community, the UK and beyond. They are inquisitive and talk positively about a range of cultures different to their own.
To decrease the word-gap between children living with disadvantage and their peers.	More children have access to books at home, and parents read more frequently with their children. Teachers deliver quality first teaching for oracy.
To ensure children with speech and language needs have timely, targeted interventions to address their individual needs.	Children with speech and language needs make accelerated progress and/or catch-up with developmental speech and language norms.
To develop a digital strategy which builds on skills developed within the computing across the curriculum to enable pupils to learn and stay safe online.	Children are able to think critically, understanding when and how to use technology appropriately, understanding risks and advantages.
To raise children's self-efficacy: their belief in their actions make a difference and therefore able to succeed.	Children's have increased confidence in their ability to learn and succeed. Staff have the skills to promote self-efficacy through quality first teaching. School Culture promotes self-efficacy for all stakeholders.

## 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: £66,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Regular use of the 'Lyfta' resource is achieved within school through:</i></p> <ul style="list-style-type: none"> <li>-planning Lyfta into school assembly plans</li> <li>-introducing 'Lyfta time' to enable classes to 'explore' on a regular basis</li> <li>-articles being utilised to support non-fiction reading lessons (as appropriate)</li> </ul>	<p>hundrED recommended resource "helps teachers to nurture empathy, active citizenship and 21<sup>st</sup> Century skills."</p>	<p>1</p>
<p>Through the Trust RE network group, Lyfta resources will be mapped against the curriculum</p>	<p>Teacher Toolkit recommended resource to develop cultural capital and enrichment, providing valuable and cost-effective experiences.</p>	<p>1</p>
<p>Short writing activities based on a Lyfta stimulus will take place as part of a Trust wide competition (500 words)</p>	<p>EEF Improving Literacy studies (giving pupils a reason to write).</p>	<p>1</p>
<p>CPD for teachers and TAs to support quality first teaching in relation to oracy.</p>	<p><i>"Professional development can support whole school approaches to close the word gap for disadvantaged pupils."</i> ROYAL COLLEGE OF SPEECH &amp; LANGUAGE THERAPISTS</p>	<p>2</p>
<p>CPD for teachers and TAs to support quality adaptive teaching and delivery of interventions for speech and language needs.</p>	<p><i>"Professional development in speech, language and communication"</i>, publication from The Communication Trust</p>	<p>3</p>
<p>CPD for teachers to strengthen pedagogy and curriculum implementation in computing inc online safety.</p>	<p><a href="#"><u>Unicef – Closing the digital divide for good.</u></a></p>	<p>4</p>
<p>CPD for teachers and TAs to support quality first teaching in relation to developing and promoting self-efficacy: praising for effort and</p>	<p><i>Gutman and Schoon (2013) "Non-cognitive skills are vital for educational success."</i> <i>Schunk (1981): Self-efficacy as a predictor of academic performance</i></p>	<p>5</p>

use of strategies; finding pivotal moments; recognising the importance of challenge; creating opportunities for roles of responsibility.	<i>Betthaeuser et al. (2020): Impact on academic outcomes, mental health and social factors.</i>	

### 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
Targeted interventions for speech and language, directed by a Speech and Language Therapist.	EEF Guide to the Pupil Premium 'Menu of approaches'.	3

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent workshops for children in EYFS, to raise the importance of reading with young children.	Reference list from the Book Trust's "Getting Children Reading" strategy	2
<i>Parent workshops supporting online safety.</i>	<a href="#">South West Grid for Learning</a>	4
High level of parental engagement	John Hattie (2008) estimates that the effect of parental engagement is equivalent to two to three additional	4

	years learning over a pupil's school career.	
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**Total budgeted cost: £ 500**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Reading - Non-Disadvantaged					Disadvantaged				GAP Disadvantaged/ Non		
Year	Scaled Score Cohort	Average Scaled Score	Progress Cohort	Average Progress Score	Scaled Score Cohort	Average Scaled Score	Progress Cohort	Average Progress Score	Year	Retainment : Scaled Score	Progress
2019	24	109.6	25	3.23	9	100.8	9	-1.60	2019	-8.8	-4.8
2022	23	108.2	23	4.40	7	102.1	7	5.50	2022	-6.0	1.2
2023	19	110.2	19	4.34	10	106.8	10	7.23	2023	-3.4	2.2

We have not provided any three year averages, as 2022 & 2023 results are not comparable with previous years due to the impact of the Covid-19 pandemic

  

Writing (TA) - Non-Disadvantaged					Disadvantaged				GAP Disadvantaged/ Non		
Year	Scaled Score Cohort	% Expected Standard	Progress Cohort	Average Progress Score	Scaled Score Cohort	% Expected Standard	Progress Cohort	Average Progress Score	Year	Retainment (Pupil Df)	Progress
2019	25	96.0%	25	2.39	9	66.7%	9	1.72	2019	-2	-1.3
2022	23	78.3%	23	3.39	7	71.4%	7	6.36	2022	0	3.3
2023	19	84.2%	19	2.23	10	90.0%	10	5.25	2023	0	3.2

We have not provided any three year averages, as 2022 & 2023 results are not comparable with previous years due to the impact of the Covid-19 pandemic

  

Maths - Non-Disadvantaged					Disadvantaged				GAP Disadvantaged/ Non		
Year	Scaled Score Cohort	Average Scaled Score	Progress Cohort	Average Progress Score	Scaled Score Cohort	Average Scaled Score	Progress Cohort	Average Progress Score	Year	Retainment : Scaled Score	Progress
2019	24	108.1	25	1.32	9	104.8	9	1.23	2019	-3.3	0.2
2022	23	105.1	23	2.36	7	102.0	7	6.28	2022	-3.1	4.0
2023	19	108.7	19	4.53	10	105.3	10	6.53	2023	-3.4	2.0

We have not provided any three year averages, as 2022 & 2023 results are not comparable with previous years due to the impact of the Covid-19 pandemic

### Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Voice 21	Voice 21
TT Rockstars	Maths Hub
AR	Renaissance
Number Sense	Number Sense
TIS	TIS

## Further information

*We believe that vocabulary and literacy is at the heart of closing the attainment gap between disadvantages and non-disadvantaged children. We have developed our curriculum with the highest of expectations and strategically plan and refine our oracy and vocabulary offer. This coupled with our nurture and personal development offer, will equip the children with the essential tools to not only access the next phase of their transition, but to excel in it.*