



PUPIL PREMIUM STATEMENT



LEWKNOR CHURCH OF ENGLAND PRIMARY SCHOOL

SCHOOL OVERVIEW

Detail	Data
Number of pupils in school	80
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Deborah Cole, Headteacher
Pupil premium lead	Deborah Cole, Headteacher
Governor lead	David Pickard

FUNDING OVERVIEW

Detail	Amount
Pupil premium funding allocation this academic year	£15,795
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£17,795

Part A: Pupil premium strategy plan

Statement of intent

At Lewknor Church of England Primary School we have high aspirations and ambitions for all our children, irrespective of their background or the challenges they face, and we believe firmly that our pupils are given every chance to realise their full potential. We are committed to providing an excellent education within a Christian context, where each child has a sense of being valued and is encouraged to develop his or her individuality.

We ensure rigorous, accurate and effective assessment so that all pupils make at least good progress and many excel.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who may have a social worker. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among some disadvantaged pupils. These are evident in our youngest pupils and, in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Assessments, observations, and discussions with pupils suggest some disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. However, by the end of Year 1 the majority of children will have passed the national phonics screening test. At the end of Year 2 the majority of disadvantaged children will have reached age-related expectations in reading comprehension.</p>
3	<p>Internal and external (where available) assessments indicate that maths, reading and writing attainment among the youngest disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>Historically, almost 100% of our disadvantaged pupils arrive below age-related expectations when they start at Lewknor Primary. The majority of other pupils arrive at age-related expectations. This gap can remain steady for a time although the majority of pupil premium children will reach age-related expectations by the end of KS1. The vast majority will reach age-related expectations by the end of KS2 and some children will be above age-related expectations.</p>
4	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils (though not all pupil premium) falling further behind age-related expectations, especially in writing. A recovery catch-up programme is essential to ensure these gaps are closed.</p>
5	<p>Disadvantaged pupils may not have the same opportunities to experience enrichment activities, eg, swimming and music lessons.</p>

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Disadvantaged pupils continue to attain highly in reading, writing and maths, and in line with their peers.	<p>The gap between the attainment of the disadvantaged pupils and their peers continues to close.</p> <p>The vast majority of pupil premium children to continue to attain age-related expectations by the time they leave Lewknor Primary, if not before.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • School to aim for an attendance rate of 97% for all pupils. • Children to arrive at school on time – late arrivals to be a rare occurrence.

Activity in this academic year

Total budgeted cost: £17,795

This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above. It includes teaching activities and targeted academic support as well as wider strategies relating to attendance, behaviour and well-being. A considerable proportion of pupil premium funding is also used to provide free school meals. Our lunch suppliers are The Kids Packed Lunch Company.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments.	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>Embedding dialogic activities across the school curriculum in EYFS and KS1. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will continue to purchase resources, for example, Literacy Shed and Grammarsaurus as well as reading comprehension materials, and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3
<p>Purchase resources to enable teachers and teaching assistants deliver Read, Write Inc, a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Lead trainer to train staff.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3
<p>Continue to embed maths mastery across the school. Curriculum planning in line with DfE and EEF guidance.</p> <p>Subject leader to train staff on S-Planning to ensure a consistent approach across the school.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2</p>	3
Improve the quality of social and emotional (SEL) learning.	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance,</p>	4

Jigsaw programme will be embedded into routine educational practices.	attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
Staff training to use NELI programme. This will help improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 4
Music Service / music lessons.	This provides children in the Lower Juniors class with an enriching experience they may not otherwise have. All children learn to play a musical instrument (brass). This means that all PP children will have the opportunity to learn to read music and play a musical instrument before they leave Lewknor Primary. educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/	5
Additional interventions (phonics, writing, reading) in small groups and one-to-one sessions. This will be delivered in short regular sessions each day by trained staff (including class teachers)	High quality interventions have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. For example, targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF Small group tuition Toolkit Strand Education Endowment Foundation EEF	2, 3, 4
Refresh training on behaviour management (annually at the start of the year). Staff continue to have high expectations for behaviour all children	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4

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.

Our internal assessments during 2020/21 suggested that the performance of some disadvantaged pupils was initially lower than in the previous five years in some key areas of the curriculum.

The main reason for this was the impact of Covid-19. The first lockdown in March 2020 and school closure disrupted learning to some degree. However, because school was able to open to all pupils in June 2020, teachers had the opportunity to assess the children's attainment and put interventions in place so that children were given a head start before they returned to school following the summer holidays in September 2020.

Further lockdowns meant that our pupils did not receive the same level of high-quality targeted interventions they would have had had they been at school, particularly in writing. However, children with SEND, some of whom were also entitled to pupil premium, received daily one-to-one support. The impact too was mitigated by our determination to maintain a high-quality curriculum during these periods of partial closure, for example, the purchase of resources ensured White Rose maths (maths mastery lessons) could continue to be taught. Grammar, punctuation and spelling workbooks were also purchased. And pupils had access to the full curriculum.

When the children once again returned to school targeted one-to-one and small group tuition was immediately put in place, focussing on phonics, reading comprehension, writing and maths. As a result of this personalised approach, many of our disadvantaged children made accelerated progress and reached age-related expectations by the end of the year. Of the 11 pupils, who were entitled to pupil premium in 2020-2021, eight made the expected standard in English (73%) and nine children (82%) made the expected standard in maths.

The Jigsaw programme and other PSHE lessons have helped to support the social and emotional needs of our pupils across the school. Children sometimes need one-to-one support with a trusted adult to talk through and address issues. Our school prides itself on its strong nurturing approach, and the pupil questionnaire (July 2021) shows that 100% of pupils say they feel safe at school and that there is an adult they can talk to if they are worried. 100% of children also said that school was important to them and that they have fun at school.

Behaviour is excellent at school. Staff and children have high expectations. In the pupil questionnaire, 100% of children said children are expected to be polite, show respect and have a good attitude.