



# PUPIL PREMIUM POLICY AND STATEMENT



## LEWKNOR CHURCH OF ENGLAND PRIMARY SCHOOL

### SCHOOL OVERVIEW

Detail	Data
Number of pupils in school	83
Proportion (%) of pupil premium eligible pupils (academic year 2022-2023)	7%
Financial year/years that our current pupil premium strategy plan covers	2023/2024 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Deborah Cole, Headteacher
Pupil premium lead	Deborah Cole, Headteacher
Governor lead	David George

### FUNDING OVERVIEW

Detail	Amount
Pupil premium funding allocation this financial year (April 2023-24)	£8,730
Pupil premium funding allocation next financial year (April 2024-25)	£8,730
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this financial year</b>	<b>£8,730</b>

## 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 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.

## Purpose of the grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils.

The school will use the grant to narrow any achievement gaps between disadvantaged pupils and their peers.

We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so they can reach their full potential.

## Use of the grant

Our strategy is informed by research evidence such as The EEF Guide to the Pupil Premium / EEF educationendowmentfoundation.org.uk

Our use of pupil premium aligns with the 3-tiered approach described in the EEF's guide. The DfE says activities must be those that:

- Support the quality of teaching, such as staff professional development;
- Provide targeted academic support; and
- Tackle non-academic barriers to academic success such as attendance, behaviour, and social and emotional support.

## Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils.

Eligible pupils fall into the categories explained below.

### Ever 6 free school meals

Pupils recorded in the most recent October school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).

This includes pupils first known to be eligible for free school meals in the most recent October census.

This also includes pupils with no recourse to public funds (NRPF). The government has permanently extended FSM eligibility to include children in all households with NRPF.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

### Looked-after children

Pupils who are in the care of, or provided with accommodation by, a local authority (LA) in England or Wales for at least 1 day. Allocations will be provisionally based on the children looked-after data return in March of the previous year, and then confirmed in December of the current year based on the children looked-after data return in March of the current year.

### Post looked-after children

Pupils recorded in the most recent October census who were:

- Looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order
- In state care from outside England and Wales before being adopted

### Ever 6 service children

Pupils recorded in the most recent October census:

- With a parent serving in the regular armed forces
- Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent October census
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

## Roles and responsibilities

### Headteacher

The headteacher is responsible for:

- Keeping this policy up to date, and ensuring it is implemented across the school
- Ensuring all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces
- Planning pupil premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate
- Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding
- Reporting on the impact of pupil premium spending to the governing board on an ongoing basis
- Publishing the pupil premium strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's [guidance on using the pupil premium](#) and using the templates on GOV.UK.
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

### Governors

The governing board is responsible for:

- Holding the headteacher to account for the implementation of this policy
- Ensuring the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant
- Monitoring the attainment and progress of pupils eligible for the pupil premium, in conjunction with the headteacher, to assess the impact and effectiveness of the school's use of the funding
- Monitoring whether the school is ensuring value for money in its use of the pupil premium
- Challenging the headteacher to use the pupil premium in the most effective way
- Setting the school's ethos and values around supporting disadvantaged members of the school community

### Other school staff

All school staff are responsible for:

- Implementing this policy on a day-to-day basis
- Setting high expectations for all pupils, including those eligible for the pupil premium
- Identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the senior leadership team
- Sharing insights into effective practice with other school staff

### Virtual school heads

Virtual school heads are responsible for managing pupil premium funding for children looked after by a local authority, and allocating it to schools. Their responsibilities include, but are not limited to:

- Identifying the eligible looked-after children and informing the local authority
- Making sure methods for allocating and spending ensure that looked-after children benefit without delay
- Working with each looked-after child's educational setting to put together a personal education plan, agree how pupil premium funding will be spent to meet the need identified in this plan, and ensure the funding is spent in this way
- Demonstrating how pupil premium funding is raising the achievement of looked-after children

Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.

### Monitoring arrangements

This policy will be reviewed annually by the headteacher. At every review, the policy will be shared with the governing board.

## 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>Disadvantaged pupils may not have the same opportunities to experience enrichment activities, eg, swimming and music lessons.</p> <p>School to continue to have a strong focus on attendance, behaviour and social and emotional support.</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"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>• School to aim for an attendance rate of 97% for all pupils.</li> <li>• Children to arrive at school on time – late arrivals to be a rare occurrence.</li> </ul>

## Activity in this financial year

### Total budgeted cost: £8,730

*This details how we intend to spend our pupil premium 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.	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: Education Endowment Foundation EEF	1, 2, 3
Embedding dialogic activities across the school curriculum in EYFS and KS1. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.  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.	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: Education Endowment Foundation EEF	1, 2, 3
Purchase resources to enable teachers and teaching assistants deliver Read Write Inc, a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.	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: Education Endowment Foundation EEF	1, 2, 3
Continue to embed maths mastery across the school. Curriculum planning in line with DfE and EEF guidance.	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: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>  The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2</a>	3
Improve the quality of social and emotional (SEL) learning. Jigsaw programme will be embedded into routine educational practices.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g improved academic performance,	4



	attitudes, behaviour and relationships with peers): <a href="https://www.educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	
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.  A whole school trip is organised to the Sheldonian Theatre in Oxford every other year so pupils can watch a performance of a full orchestra.  <a href="https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/">educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/</a>	4
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 and teaching assistants)	High quality interventions, delivered by teachers and teaching assistants, 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:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2, 3
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:  <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	4
Embedding principles of good practice set out in the DfE's <a href="#">working together to improve attendance</a> 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 2022 to 2023 academic year.*

Pupil premium children benefit from targeted one-to-one and small group tuition focussing on phonics, reading comprehension, writing and maths. As a result of our personalised approach, many of our disadvantaged children make accelerated progress and reached age-related expectations by the end of the year. Of the 5 pupils in KS2 who were entitled to pupil premium in 2022-2023, 100% made at least the expected standard in reading (one child made greater depth), two children made the expected standard in writing and four children made at least the expected standard in maths (one child made greater depth). There was one pupil in Year 6 who was entitled to pupil premium. This child also had special educational needs. This pupil made the expected standard in maths, reading, and spelling, punctuation and grammar.

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 2023) shows that 100% of pupils say they feel safe 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. 100% of children also said they have fun at school.