



Pupil premium strategy statement

This statement details our school’s use of pupil 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 effect that last year’s spending of pupil premium had within our school.

School overview

Lodge Farm Primary School	
Detail	Data
Number of pupils in school	400 (excluding Nursery)
Proportion (%) of pupil premium eligible pupils	18.5% (74)
Academic year/years that our current pupil premium strategy plan covers	2023 - 2027
Date this statement was published	September 2023
Dates on which it will be reviewed	July 2024, July 2025, July 2026
Statement authorised by	Angie Smith (Acting Headteacher)
Pupil premium lead	Alexa Simpson (Assistant Head)
Governor lead	Naomi Rose

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111,185.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
TOTAL BUDGET FOR THIS ACADEMIC YEAR	£111,185.00

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium we have considered the context of our school and the subsequent challenges faced. Research conducted by EEF has been used to support decisions around the usefulness of different strategies and their value for money. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve that goal. 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. Our ultimate objectives are:

- ✓ To develop effective language and communication skills for all children.
- ✓ For all pupils to become fluent readers, with 100% of pupils passing the Phonics Screening Check and reaching ARE in reading at the end of Key Stage 2.
- ✓ To support our children's emotional wellbeing to enable them to access learning successfully.
- ✓ For all disadvantaged pupils in school to make accelerated progress rates.
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Pupil premium funding is allocated following a needs analysis which will identify priority classes, groups or individuals.

Challenges

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

Challenge number	Detail of challenge
1	Many of our pupil premium children enter school with language skills below that expected of their chronological age, they need additional support to develop their language and acquire a rich vocabulary.
2	Many of our pupil premium learners also fit into another vulnerable group such as having an additional special educational need (34% of PP children also have SEND).
3	A significant number of pupils have experienced Adverse Childhood Experiences (ACE's) which impact on their parents and families and the ability to access learning and the full school experience.
4	There is a high level of complexity around the needs of our disadvantaged learners, including social, emotional and well being needs and self-esteem
5	Many of our pupil premium learners' attendance levels are below that of non-pupil premium learners. Currently, PP attendance stands at 90.14%, whilst non-PP attendance is 94.77% 32% of persistent absentees are children who qualify for PP.

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 sustain consistent progress throughout the school to further close the attainment gap across the curriculum by the end of Key Stage 2	<p>End of KS2 attainment for PP learners to be in line with non-PP learners at Lodge Farm.</p> <p>End of KS2 attainment to be in line with national figures.</p> <p>100% of pupils to pass Phonics screening check</p> <p>100% of pupils to make at least expected progress in termly accelerated reader assessments</p> <p>Attainment of PP learners to be in line with non-PP learners and at least in line with national figures for the Y4 MTC</p> <p>100% of pupils to pass Phonics screening check</p>
To eliminate the difference in attendance between PP and non-PP learners	<p>Attendance for PP learners to be in line with Non-PP learners and at least in line with national figures.</p> <p>2024: PP attendance at 93%</p> <p>2025: PP attendance at 95%</p> <p>2026: PP attendance at 97%</p>

<p>For Pupil Premium learners to access all school opportunities, including extra-curricular clubs and events with parental involvement</p>	<p>Attendance of PP learners will be in line with non-PP learners at clubs and school events. Currently, PP attendance is at 10%, compared to non-PP at 34%</p> <p>PP learners and their families will enjoy participating in school events (as shown by Pupil and Parent Voice)</p>
<p>For SEMH needs of PP learners to be met through adjustments to provision so that they are able to fully access the school curriculum</p>	<p>Provision maps will show adaptations made and lesson visits will show that they are being followed</p> <p>Records on CPOMs will show numbers of incidents involving PP learners to be in line with or fewer than those of non-PP learners</p>
<p>For all Pupil Premium learners to make good or better progress in reading, which will help vocabulary acquisition</p>	<p>PP learners will develop a love of reading (as shown through Pupil Voice)</p> <p>PP learners will engage in the reading challenges set</p> <p>They will be regularly heard read by an adult at home and an adult in school</p> <p>Accelerated Reader results will show pupils making accelerated progress from their starting points (months progress in reading age)</p>

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: £54,265

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.</p> <ul style="list-style-type: none"> - Initiating new reading strategies with support from HfL Teaching and Learning Advisors - Teaching and Learning support cycles from SLT - Ambitious target setting using Fisher Family Trust - Accelerated Reader programme - Writing moderation nationally using 'No More Marking' 	<p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools</p> <p>Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) suggests that selected methodologies are most effective at improving student outcomes. This is further supported by the EEF Tool Kit (2021) which claims significant improvement in learning e.g. Interleaving and questioning +7 Months Assessment for learning / feedback + 6 Months</p>	<p>1, 2, 4</p>
<p>Leadership of standards and pupil premium</p> <ul style="list-style-type: none"> - Maintaining high quality first teaching, learning and assessment for disadvantaged pupils through robust performance appraisal - all teachers to have linked PM target to PPG group - Tracking of achievement of disadvantaged pupils, through regular pupil progress meetings - Reviewing provision and intervention to accelerate attainment & progress - Targeting support for disadvantaged pupils with complex vulnerabilities e.g. attendance; child protection; family support - Reporting to governing body on outcomes for disadvantaged pupils 	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p> <ul style="list-style-type: none"> • "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils" • Disadvantaged pupils with high attainment are especially at risk of under-achievement <p>https://www.suttontrust.com/wp-content/uploads/2019/12/2teachers-impact-report-final-1.pdf</p> <ul style="list-style-type: none"> • "The research evidence shows that improving the effectiveness of teachers would have a major impact on the performance of the country's schools; this work aims to develop specific, evidence-based proposals to achieve this." <p>With quality first teaching and tracking pupil progress, pupils can be targeted for interventions to accelerate attainment and progress.</p>	<p>1, 2, 4, 5</p>

<p>Development of the wider curriculum to ensure a broad and balanced approach to learning</p> <ul style="list-style-type: none"> - Subject Leads identifying PP learning barriers - CPD on overcoming barriers and implementing curriculum adaptations 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <ul style="list-style-type: none"> • Findings from the EEF state that “There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.” • The DfE recommends that every school develops high-quality teaching and assessment and ensures a broad and balanced, knowledge-based curriculum which responds to the needs of pupils. The school development plan focuses on this and ensuring that subject leaders address the needs of our PP learners being met. 	<p>1, 2, 3</p>
<p>Continued professional development for teachers</p> <ul style="list-style-type: none"> - Whole class reading - PKC - ‘Making Learning Stick’ CPD - Advise on improving attainment for PP learners - Pupil premium mapping across classes - PP Lead to access latest training and advice - Steps training and Tutor refresher training - Tom Bennett behaviour training - CPD cycles with support from HfL Teaching and Learning Advisors. 	<p>https://www.besa.org.uk/insights/importance-continued-professional-development-teachers/</p> <ul style="list-style-type: none"> • CPD has been shown to increase teacher motivation, confidence and commitment to teaching. Learning new skills and applying them in the classroom can lead to a more stimulating and effective teaching environment. <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</p> <ul style="list-style-type: none"> • Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. 	<p>1, 2, 3, 4</p>

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

Budgeted cost: £34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and Language Support Programmes:</p> <ul style="list-style-type: none"> - Mable Speech and Language Support - Wellcomm 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <ul style="list-style-type: none"> • Oral language skills underpin all other learning across the curriculum. EEF Tool Kit (2021) evidences positive impact (+6 months) of oral language interventions 	1, 2
<p>Classroom Support Staff</p> <ul style="list-style-type: none"> - 1:1 support - Boosters - Interventions - Pre-teaching - Small group work - Relevant CPD provided for TAs 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <ul style="list-style-type: none"> • EEF Tool Kit (2021) evidences positive impact (+5 months) of 1:1 tuition. Support will be focussed initially on reading fluency and maths, addressing any gaps in knowledge or misconceptions <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <ul style="list-style-type: none"> • EEF Tool Kit (2001) evidence shows that targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact (+4 months), in particular when this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class. • Support staff will be able to provide 1:1 tuition effectively through interventions, pre-teaching and boosters. 	1, 2
<p>Curriculum support:</p> <ul style="list-style-type: none"> - TT Rock Stars and Numbots - Programs used for identified pupils to close the gaps in learning in school. <p><i>Log ins given to parents for pupils to use at home</i></p>	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</p> <ul style="list-style-type: none"> • Parental engagement can depend on parental aspirations for their children but with support from school can raise their children’s aspirations. • Targeted academic support for pupils across the school, with access available at home to support learning further. • The mobile-friendly aspect of the programmes will allow a greater number of pupils to access this learning from home and encourage its use. 	2, 3, 4

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

Budgeted cost: £22,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family Support Worker</p> <ul style="list-style-type: none"> - Supporting PP parents and learners with targeted interventions, including attendance - Running morning breakfast club for PP learners - Uniform support (every PP child will receive a new sweatshirt at the start of the school year) - Games swaps - Community outreach events and coffee mornings - Transition support including bespoke programmes alongside secondary schools 	<p>https://educationlibrary.org/maslows-hierarchy-of-needs-in-education/</p> <ul style="list-style-type: none"> • Research by Maslow (1943) evidences that in order to be successful learners, children must have their belonging and esteem needs met. The Family Support Worker role ensures early identification through tools such as the Boxall Profile, and timely support to ensure that children’s social and emotional needs are well met. <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</p> <ul style="list-style-type: none"> • EEF Tool Kit (2021) evidences focused work on self-regulation skills has a high impact on progress (+8 months). <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <ul style="list-style-type: none"> • Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. <p>Early family intervention is key in ensuring that all members of the family can flourish. Research including Cleaver, Unell and Aldgate (2011) evidences the impact parental wellbeing can have on children’s wellbeing and development.</p>	<p>1, 3, 4, 5</p>
<p>Enrichment activities to enhance the curriculum.</p> <ul style="list-style-type: none"> - School trips - Residential trips - Extra-curricular clubs, including lunchtime clubs - School events with parental involvement - Book fair participation - Cooking classes with parental involvement <p>Financial support with additional curriculum expenditure:</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/997897/Against_the_odds_report.pdf</p> <ul style="list-style-type: none"> • “Against the Odds” Social Mobility Commission states that schools with ‘hidden resources’, such as an ability to draw upon and enhance parental engagement are more successful in ensuring accelerated progress for Pupil Premium learners. • Parental engagement, and a more positive view of school, is developed through activities that encourage participation. <p>Children who are exposed to enrichment activities and trips develop a greater sense of belonging, enjoy school (and therefore have better attendance) and have an enhanced knowledge and understanding of the world. This builds their</p>	<p>3, 4</p>

<p>- Swimming lessons - Violin lessons</p>	<p>cultural capital, and leads to enhanced educational and employment outcomes. (Bennet et al, 2009)</p> <p>It is essential for the children’s wellbeing and sense of belonging that they can participate in these activities if they wish to.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <ul style="list-style-type: none"> • Whilst unable to prove the connection between physical activity and increased academic results, the EEF state that it is crucial to ensure that pupils access high quality physical activity for the other benefits and opportunities it provides. As part of the National Curriculum, children must be able to swim 25m by the time that they leave primary school. 	
<p>Rigorous approach to monitoring attendance, identifying and addressing barriers</p> <p>- Attendance Team including ‘front of house’ school figures - Engaging directly with families - Tracking and monitoring data - Liaise with Attendance Officers - Generate attendance support plans - Provide pastoral support to encourage attendance - Breakfast provision - Raise the profile of attendance</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1063602/Opportunity_for_all_strong_schools_with_great_teachers_for_your_child_print_version.pdf</p> <ul style="list-style-type: none"> • The schools White Paper, Opportunity for all, published in March (DfE, 2022b) offered a range of strategies aimed at driving up attendance for Pupil Premium learners. <p>Inconsistent attendance impacts children’s educational success, and can see their physical and emotional wellbeing at risk. Research presented by organisations such as Welsh Assembly Government (2011) & Durrington Research School (2018) suggest that the identified activities all have a significant impact on attendance outcomes for PP learners.</p>	3, 5
<p>Social and Emotional Learning</p> <p>- Counselling Service - Protective Behaviours Support Groups</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <ul style="list-style-type: none"> • Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year. • “SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.” 	3, 4

Total budgeted cost: £111,185

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 2022-2023 academic year.

Impact from the previous strategy was not seen in the data below. For this reason, as well as there being changes in leadership within the school, this new strategy has been written. This focuses more comprehensively on research into key areas of need within the school and is rigorous in ensuring that impact will be closely monitored and adjustments made where necessary.

Activity	Outcomes
Attendance data	<p>2022-2023 academic year: 88.77% for PP pupils compared with whole school attendance of 93.09%</p> <p>This is in line with the previous year's (2021-22) attendance data, which shows 88.86% of PP pupils compared with whole school attendance of 91.82%</p> <p>As of September 2023, a new system of tracking and monitoring attendance was put in place. This will ensure every child's attendance is carefully monitored, looking at an overview of 6 weeks at a time. Parental contact will be made immediately with any dip in attendance and support is in place for those who need it.</p>
EYFS data	45% of PP children achieved a GLD in Summer 2023
Reading data	<p>47% of PP children achieved the expected standard in Reading at the end of KS2 SATs, Summer 2023.</p> <p>Progress scores for Summer 2023 was -1.6.</p> <p>The reading curriculum for 2023-24 will be modified to reflect current research and practice in explicit reading instruction. Staff will receive focused CPD and a tight monitoring and evaluation cycle through the English Lead. Children are targeted through Fisher Family Trust, which feeds into Pupil Progress meetings termly.</p> <p>Those children who have successfully completed their KS1 phonics, will transfer onto the Accelerated Reader programme which will ensure all children have closely aligned texts to their ability. Rigorous diagnostic assessment will ensure all pupils learning in reading, and their reading books are closely aligned.</p>
Writing data	<p>35% of PP children achieved the expected standard in Writing at the end of KS2 SATs, Summer 2023.</p> <p>Progress scores for Summer 2023 was -2.5.</p> <p>Pitch of the curriculum and the ambition of the staff will be significantly raised through the use of 'No More Marking' to moderate children's writing nationally. Ambitious targets will be set using Fisher Family Trust.</p>
Maths data	<p>41% of PP children achieved the expected standard in Maths at the end of KS2 SATs, Summer 2023.</p> <p>Progress scores for Summer 2023 was -3.8.</p> <p>Pupils make the least amount of progress in maths. Therefore, we are implementing strategically focused groups in maths, particularly in Year 6; a significant CPD package</p>

	in school, using the Hers for Learning Maths Advisor; and ensuring that all children have ambitious targets using Fisher Family Trust.
--	--

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
Wellcomm Language Toolkit GL Assessment	Wellcomm Language Toolkit GL Assessment
Mabel	Mabel Therapy