

# Pupil premium strategy statement

This statement details our school's use of pupil premium funding in 2023-2024 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	Lyncrest Primary School
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	23/200 = 12%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	August 2024
Statement authorised by	Jemma Gillespie
Pupil premium lead	Jemma Gillespie
Governor / Trustee lead	Helen Foyle

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 30,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 14,000
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 44,000

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim at Lyncrest Primary School is to use pupil premium funding to help us improve and sustain higher attainment for all disadvantaged pupils in our school so that it is comparable to non-disadvantaged pupils nationally.

During the period of this strategy plan, we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well.

- Many of our children do not have the vocabulary and oral language expected for their age on entry to school. This inhibits understanding, ability to socialise and form relationships, as well as articulate their learning. It also has a significant impact on attainment in writing,
- Many of our children have limited wider experiences outside of school, this impacts on their ability to connect knowledge, know what opportunities exist and limits aspiration.
- Resilience, well-being and SEMH have become prominent challenges since the pandemic and impact on children being ready to learn and thrive.

Our expectation at Lyncrest is that all pupils, irrespective of background or the challenges they face, develop vocabulary and oral language skills to be able to express themselves, talk about their learning and become strong readers and communicators, both orally and through use of the written word. This, along with being happy at school, having a positive attitude to learning and resilience, will enable them to learn, broaden their horizons and allow them to be interested and interesting citizens.

The approaches we have adopted complement each other to help pupils to excel. To ensure they are effective we will:

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

## Challenges

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

Challenge number	Detail of challenge
1	Low levels of vocabulary and oral language skills, which impact on attainment in writing.
2	Limited wider experiences to enrich learning, to help children make connections and build learning/language.

3	Low levels of resilience, levels of independence and positive attitudes to the learning process impacted by SEMH difficulties.
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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
Improve oral language and vocabulary for disadvantaged children.	<p>Teaching of vocabulary and enhancing oral language will be prominent across school.</p> <p>Staff will receive CPD focussed particularly on the development of tier 2 vocabulary.</p> <p>Children will be able to use tier 2 vocabulary prescribed in curriculum planning and this will allow them to articulately take about their learning across subjects in an age appropriate way.</p> <p>Writing will demonstrate a higher level of vocabulary and children will have a better understanding of reading material too.</p>
Through subsidy, children will access a wider range of experiences.	<p>All children will take part in enrichment activities from the options below: music lessons, school trips, participate in before/after school clubs, sports competitions, forest school</p> <p>Experiences, visits, visitors and trips will take place in every year group to enhance the curriculum, widen knowledge of opportunities and widen possibilities.</p>
Provide nurture and social and emotional support to those who need further work with developing self-esteem, mental health, resilience and self-regulation strategies.	<p>Staff will develop confidence and expertise in supporting pupils when dis-regulated.</p> <p>Assessments will show improvements in resilience, mental health, wellbeing and self-esteem.</p> <p>Children will be able to use strategies learnt in group and 1:1 work within the classroom.</p> <p>Children will be able to self-regulate and self-access the nurture space in order to be ready to learn.</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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD linked to Vocabulary tiers and strategies to use in the classroom	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1
CPD linked to the teaching of Writing and Grammar. Purchasing of related materials to support delivery of the Grammarsaurus approach	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	1
Employment of teacher to release SLT for additional time to coach and mentor staff with the specific teaching of vocabulary, grammar and writing.	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/327944/coaching-for-teaching-and-learning.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/327944/coaching-for-teaching-and-learning.pdf</a>	1
Use of Spelling scheme linked to RWI phonics scheme across KS2 to ensure consistent and continuous approach to learning how to spell.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	1

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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School led Tutoring  Top up of allocated money	<a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1
Activating Resilience Programme  Pastoral support staff 15 hours a week to complete structured resilience intervention with identified children.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	3
Welcomm language acquisition package	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidy for residential and educational visits to allow opportunity for all children to attend.	Evidence suggests that to build cultural capital and sticky knowledge, children need experiences and knowledge to build upon.  Experiencing first hand will allow children to have richer experiences, will provide opportunities to build vocab and build learning upon.	2
Subsidy for music lessons for confidence and well-being and to allow all children in years 5 and 6 to learn to play an instrument.	These are opportunities children would not have otherwise and increase cultural capital.	2

Forest School programme for nurture/well-being.	<p>In light of the pandemic, well-being and mental health are a top priority.</p> <p>These are priorities across school.</p>	2 and 3
Sports coach to deliver wider curriculum opportunities, run clubs and allow children to attend competitions.	<p>In light of the pandemic, well-being and mental health are a top priority.</p> <p>This keeps children active, improves confidence and self-esteem.</p> <p>These are priorities across school.</p>	2 and 3
CPD for staff linked to SEMH and supporting pupils in school.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a>	3
Continued development of a nurture space and provision of Emotional Literacy intervention.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	3

**Total budgeted cost: £ 40,000**

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Investment in CPD linked to vocabulary and language has been delivered across school with a specific Early Years focus for nursery and reception. Staff knowledge of tiers of vocabulary has increased and curriculum documents have been amended to reflect the core and most valuable we want children to retain which can then be used in other contexts. Training linked to structured talk has allowed staff to reflect on how this is carried out and amend practice. Early impact has been evident through SIP, leader and governor monitoring, where increased ability to use the vocabulary, explain meaning and discuss learning has been noted on multiple occasions.

This also reflects the impact of the work completed on retrieval practice. Through quality CPD, staff have a good understanding of how and when to use retrieval practice to help all children remember more over time. This has been embedded across school and monitoring shows that children are remembering more from units taught in previous terms or years. They are able to talk about not only about the benefits of retrieving prior learning but also about the knowledge they have learnt and how this connects with prior learning.

We saw an improvement in attendance over the last school year through initiatives put in place. Through CPD for staff and investment in raising awareness with families and children, everyone now knows what the expectations are for attendance and the weekly trophy is much talked about across school. In 2021-2022, our whole school attendance was 93.1%. In 2022-2023, this rose to 93.9%. National attendance for English primary schools in 2022-2023 was 92.5%, so our attendance was above this figure.

We have also continued to see impact of our work on pastoral support, particularly the development and use of a calm space in school and access to individual and group pastoral support. Forest School has provided access to support wellbeing and following CPD, the whole school have been educated around equity and equality so they recognise why some need different provision to others. This was the focus of much of the work we did to retain our IQM flagship status, where the benefits were recognised. Pupils talk positively about the calm space and access this independently to self regulate before returning to the classroom.