



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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

Detail	Data
School name	Lubbins Park Primary Academy
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	30.12.21
Date on which it will be reviewed	20.07.22
Statement authorised by	Mrs S Murrell, Headteacher
Pupil premium lead	Ms S Marable, PPG Lead
Governor / Trustee lead	Mr Michael Thomas, CEO

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,765
Recovery premium funding allocation this academic year	£9810 (inc £4445 School Led Tutoring Programme)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£59,575



Statement of intent

The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium is aimed at addressing the inequalities which exist between children from disadvantaged backgrounds and their peers. The percentage of our pupils eligible for pupil premium (19%) is slightly lower than the national average (20.8%*) for primary schools, however Lubbins Park Primary Academy School is aware of the economic changes and constantly changing demographic, exacerbated by the Global Pandemic. For this reason, we aim to encompass all children who might be experiencing any form of disadvantage. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel. It is our intent at Lubbins Park Primary Academy to eradicate the gap between disadvantaged pupils and their non-disadvantaged peers.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high well across all subject areas, making them fully equipped for Secondary School. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress and life experiences for our high attainers.

As part of our commitment to supporting the long term needs of vulnerable pupils, such as those who have a social worker or are a young carer, we pledge to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Our school ethos of 'Ready, Respectful and Safe' sums up our whole school approach to supporting all learners to achieve and make progress. By using a rich and diverse curriculum, our aim is to close the disadvantage attainment gap and at the same time enrich the experiences of all our pupils. 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 takes into account our plans for education recovery, notably in its targeted support by using a fully qualified tutor for pupils whose education has been worst affected, prioritising those that have experienced disadvantage.

Our approach, using nurture and kindness, will be responsive to common challenges and individual needs, rooted in carefully considered 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're set
- act early to intervene at the point additional need is identified
- provide and expose disadvantaged pupils to opportunities and experiences that they would not normally get.
- 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	Rigorous monitoring, observation and assessment to identify gaps in learning in order to ensure that all pupils make accelerated progress.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Implementing online reading programme, tracker and assessment to support pupils at home and school. Providing access to digital technology. All children from year 2 on to have their own chromebook and headphones to use in school and at home in the event of home learning. Year 1 pupils to have access to chromebooks.
4	The development of pupil's speech, language and oracy skills in order to promote higher levels of conversation, greater understanding of teaching and improve social relationships.
5	The development of all pupils' emotional well-being and self- esteem enabling them to reach their full potential.
6	Understanding of economic hardship, emotional well-being and parental support that may be needed. All pupils to have access to school uniform, visits and/or trips which provide memorable and enjoyable experiences which enrich the curriculum.



7	To raise the attendance of all pupils to the national average of 96%.

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 identify and provide intervention within a timely period to those pupils that have significant gaps in their knowledge and are significantly behind their peer group.	<p>Quality first teaching, rigorous assessment and holistic knowledge of the child along with other sources of evidence such as engagement in lessons, book scrutiny and ongoing formative assessment will highlight gaps and any lack of knowledge or skills that require support.</p> <p>Quality, research based intervention will be provided to close these gaps and develop new learning and skills.</p>
Improved reading attainment, language and literacy skills.	Through the use of a systematic, synthetic phonics programme, all pupils will be taught how to blend and segment phonemes and graphemes in order to develop whole word reading skills. This programme will also support speech and language as well as writing skills resulting in improved oracy, reading and literacy.
Every child to have access to digital technology to support their learning both in school and at home.	<p>Upkeep and maintain a whole school supply of working chromebooks and headphones so that every child has access.</p> <p>To provide high quality, research based intervention software to enable every child to access high quality intervention regardless of economic status or learning environment.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing will be demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from Pupil and Parent Questionnaires as well as teacher observations • improved attendance • a significant reduction in wellbeing concerns being recorded
To promptly identify economic hardship and offer support where possible in order to mitigate worry and stress within the family.	Through a joined up, holistic knowledge of the child and family to be aware of economic issues that might affect family relationships and the emotional wellbeing of all involved.



	<p>To provide financial assistance where necessary for:</p> <ul style="list-style-type: none">• Clubs and trips• School uniform• Other expenses at the discretion of the Headteacher
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance will be demonstrated by:</p> <ul style="list-style-type: none">• The overall absence rate for all pupils being no more than 96% and the attendance gap between disadvantaged pupils and their peers being reduced by 3%

DRAFT



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: £23,518

Activity	Evidence that supports this approach	Challenge number(s) addressed
The continual development of a diverse and rich curriculum across the school in order to engage and enthuse all learners. This will provide opportunities to learn using a collaborative learning approach and to experience learning opportunities that may not have been previously experienced.	Engagement in a well thought out and planned curriculum will develop a love of learning, metacognition skills and knowledge. By encouraging a collaborative learning approach, learning becomes more effective and embedded with peer to peer instruction and ready feedback. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	1, 2, 5,7
Purchase of a DfE validated Systematic Synthetic Phonics programme 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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 5,7
Development of our school library in order to support decoding and	Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic	2,5



<p>reading comprehension. The purchase of new, additional texts to supplement our existing stock and to complement the online library provided by myON.</p> <p>The provision of online reading programme, tracker and assessment to support pupils at home and school.</p>	<p>organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	
<p>The purchase of an oral language intervention scheme</p>	<p>The average impact of Oral language interventions if approximately an additional six months' progress over the course of a year.</p> <p>Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1,2,3,4,5,6,7</p>

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

Budgeted cost: £9810

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one tutoring for targeted disadvantaged pupils to close gaps and raise attainment.</p>	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1,2,5,7</p>



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

Budgeted cost: £24,328

Activity	Evidence that supports this approach	Challenge number(s) addressed
Salaries for Wellbeing Staff who provide support for the emotional wellbeing by using metacognition and self regulation strategies, support of financial needs and attendance of all pupils, prioritising those in receipt of PPG by embedding principles of good practice set out in the DfE's Improving School Attendance advice.	Funding for Wellbeing Staff who prioritise the wellbeing needs of pupils in receipt of the PPG. Wellbeing staff available to provide emotional support to both pupils and families in addition to providing a vital link to families in need of financial support. This enables them to build enduring, trusting relationships in order to ascertain and respond to requests for financial support. Wellbeing staff also support and encourage the attendance of all pupils, focusing on those in receipt of PPG. They provide essential support, advice and resources to encourage and improve attendance across the school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	4, 6,7
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £59,575



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 2020 to 2021 academic year.

Our teacher assessments in the Summer term 2021 suggested that the performance of disadvantaged pupils remained stable for those reaching the year group expectation and in depth compared to the previous year in key areas of the curriculum.

The impact of Covid-19 affected all aspects of our pupils' education, however we hope that the measures that we put in place partway mitigated the effects of a disrupted education and home learning. This data is testament to the success of our use of funding. We were able to support internet access via the distribution of internet hot spots, this meant that our teachers were able to provide live lessons to all pupils that were learning at home in addition to those that were able to access onsite education. The impact was further mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Overall attendance in 2020/21 remained stable at 97% compared to 97% for the previous year, exceeding the Government expectation of 96%. Attendance for pupils in receipt of PPG was slightly lower than that of the whole school at 91.6%, a decline of 4% compared to the previous year. This shortfall in attendance data is concerning, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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
-----------	----------



DRAFT