

Pupil premium strategy statement – Lytham CE Primary School 2022-2023

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	A. Wooldridge
Pupil premium lead	N Bailey & T Reams (currently A Wooldridge)
Governor / Trustee lead	G Fenton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,060
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£40,060

Part A: Pupil premium strategy plan

Statement of intent

Following our school vision of 'Together We Grow With God, which is linked to our Christian ethos, 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 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 have a social worker and young carers. The activity we have outlined in this statement is 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.

Whilst academic achievement is important, our curriculum also provides our children with a series of rich, first-hand experiences that allows them to see everything this world has to offer; to understand about their local environment and to reach beyond the boundaries of the place they live. It is designed to produce future global citizens and allows them to believe that they cannot only be a part of that world, but contribute to it in a positive way.

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're 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	Some pupils fall behind in class. Pupil premium money is used to fund some TA hours to facilitate small group intervention or 1:1 support for targeted children so that every child in school is able to achieve to the very best of their ability
2	In observations and discussions, it has been noted that some disadvantaged pupils haven't had the opportunities to wider extra-curricular and enrichment activities, as well as well-being due to lockdowns and affordability. This affects self-confidence and wider attainment.
3	Social and Emotional Difficulties: Some children struggle to regulate their emotions, have low self-esteem and self-confidence. This affects their growth mind set, friendships and relationships with others. Low resilience can prevent them from becoming independent and confident learners
4	Attainment: Although many of our pupils make good progress from their starting points they are not always working at age-related expectations in reading, writing and maths.
5	Some pupils have attendance and punctuality issues or struggle to get to school on time. Pupil Premium money is used to assist families by providing places in Breakfast and After School Club

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 attainment in maths	Higher proportion of PP pupils make 'good' or better progress by the end of the academic year to close the gap with their peers and meet ARE.
Improve attainment in reading	Pupils eligible for PP make 'good' or better progress by the end of the year to close the gap with their peers and meet ARE.
Improve attainment in writing	Pupils eligible for PP make 'good' or better progress by the end of the year to

	close the gap with their peers and meet ARE.
100% of pupils who retake the phonics check in Y2 to pass. This will take place in second half of the summer term 2023.	100% of all children who retake the phonics in Y2 pass. PP pupils who have received targeted support make progress in line with their peers.
To ensure the holistic development of the children: raising aspirations, feeling successful, enjoying learning, belonging to a school community and feeling safe, secure and supported	<ul style="list-style-type: none"> • Pupil progress meetings, reports from teachers. • Growth mindset • Nurture support • PP children able to access the whole curriculum and school life • Feedback from PSHE curriculum
To train, embed and monitor the new Phonics approach using Little Wandle, ensuring that there is consistency, support and challenge, so that all children have strategies to be able to read.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence each term, including engagement in lessons, book scrutiny and on-going formative assessment.</p> <p>Effective monitoring procedures for Phonics.</p> <p>Staff are upskilled so that they know how to deliver Phonics effectively.</p>

Activity in this academic year (2022-2023)

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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for Teaching Assistant hours to facilitate 1:1/small group intervention support for targeted children who are behind their	Internal data and 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 with measurable targets and	1,4

peers in reading, writing or maths	progress. The previous year's results also evidence this approach.	

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

Budgeted cost: £ 7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for targeted 1:1 support for pupil premium pupils who are off track (£7.500)	Oral language interventions can have a positive impact on pupils' language skills and phonics development. Short sharp phonics interventions also show measurable positive impacts.	1,4

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

Budgeted cost: £ 25000 (staffing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support towards the cost of school visits, school visitors, holiday clubs and extracurricular activities for pupils in receipt of Free School Meals (£2,000)	Building self-confidence, widening experiences and gaining cultural-capital all improve the holistic results of a child's development and learning. Evidence from implementing this in previous years shows this makes a positive impact on self-belief and attainment.	1,2,3,4
Family Learning Mentor leads on attendance and punctuality. She monitors and supports families to ensure any declines in attendance and punctuality are dealt with swiftly before external agencies are required to intervene.	EEF 'Effective parental engagement can lead to learning gains of +3 months over the course of a year.	3,5

Contingency fund for issues arising/ needs during year. (£1500)	Based on previous experiences, 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
Funding to facilitate release for staff to access online Little Wandle training	High quality teaching and CPD for staff leads to better outcomes for children	1.4

Total budgeted cost: £ 36,000 + £4,060 in contingency.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2022-23, Y6 PP children (8 pupils) had the following outcomes:

50% attained the expected standard in reading, writing or maths

Y2 PP children (3 pupils) had the following outcomes

66% attained the expected standard in reading, writing and maths

All PP children in Y1 passed the Phonics Screening Check

All PP children who retook the Phonics Screening Check in Y2 passed

Y6 pupils all took part in the residential visit (at a reduced cost), PP children gaining self-confidence through team building and adventurous activities.

Facilitated places in Holiday Club through the HAF programme. Additional codes requested for siblings and any other vulnerable families. Co-ordinated and actioned by FLM.

Class trips supplemented for all PP children. School holiday vouchers (26) raised by FLM and emailed to individual families in accordance with LA guidance

Homework club held in Y4/Y5/Y6 allowed PP children to have support and input.

PP children were given funded access to breakfast club and after school club, with 5 children using these regularly. This ensured they were able to start school at the beginning of the school day on time. Uniform and PE kit also purchased for 5 children to ensure they had the correct uniform and a sense of pride and belonging to the school community.

Through playground activities and targeted involvement, 100% of PP children took part in social and playground games.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.