# Lumbertubs Primary School
# 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

| Detail | Data |
|---|---|
| School name | Lumbertubs Primary School |
| Number of pupils in school | 196 |
| Proportion (%) of pupil premium eligible pupils | Sept 24 – 33% (65 children) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plan) | 2024/25 – 2026/27 |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Ceri Cook - Headteacher |
| Pupil premium lead | Ceri Cook - Headteacher |
| Governor / Trustee lead | Anne Partridge |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year (2024 – 2025) | £107,423 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £107,423 |

# Part A: Pupil Premium Strategy plan

## Statement of intent

At Lumbertubs Primary School, we have high expectations and aspirations for all children. Pupil Premium funding is carefully targeted to meet the needs of individual pupils, including higher attaining pupils and vulnerable pupils, such as young carers and those who have a social worker. and its impact monitored to ensure it is having the intended effect. There is a whole school approach and the profile of disadvantaged pupils is high and all staff are accountable for the outcomes of this group of learners. Teachers and support staff engage disadvantaged pupils in their learning, providing opportunities and support for them to make similar progress to those pupils who are less disadvantaged and acquire the skills and knowledge they need for future success.

Research shows that highly effective teaching has a significant impact on the progress of disadvantaged pupils, more so than on non-disadvantaged pupils. As such, the priority for the school in closing the gap between these two groups of pupils is to deliver consistent, high quality teaching and learning experiences which will lead to high attainment across all subject areas. We will ensure disadvantaged pupils are challenged in the work that they're set and act early to intervene at the point need is identified. Half termly progress tracking is used to identify gaps and drive intervention and/or additional enrichment.

The pupil premium strategy plan focuses on

- developing teachers' knowledge and skills through high quality CPD
- the development of a language rich curriculum which focuses on oracy and vocabulary acquisition
- supporting the wellbeing of all children
- improving attendance

Pastoral and attendance support is also a focus for children and families when necessary. We aim for all children to have access to a high-quality curriculum and enrichment opportunities which enables them to achieve their potential by the time they leave Lumbertubs and embark on their secondary school journey.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | Attainment is still lower for disadvantaged pupils across the school particularly for Reading, Writing and Maths. In July 2024 there was a 19% gap in reading, 19% gap in writing and a 20% gap in maths across the school. |
| 2 | There is an increasing number of disadvantaged children with significant SEN in classes. Improved knowledge of how to support these children in a mainstream class is needed.<br>IN 2023 – 24 30% of disadvantaged children at Lumbertubs had SEN. |
| 3 | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.<br>In September 2024 40% (12/30) of Nursery children were assessed at the expected standard on entry. |
| 4 | As a result of changing social interaction habits following on from the pandemic, children in the Early Years have taken time to be able to follow routines, self-regulate, work independently on learning tasks for a short period of time and to persevere when learning is challenging |
| 5 | Strength and difficulty questionnaires and Emotional Literacy surveys show that more children are needing more social and emotional support. These challenges particularly affect disadvantaged pupils, including the impact on their attainment. |
| 6 | Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been 3% lower than for non-disadvantaged pupils.<br>55% of disadvantaged pupils have been 'persistently absent' compared to 45% of their peers in 2023 - 24. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. |

## 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 by the end of 2026 - 27 | Success criteria |
|---|---|
| Improved reading, writing and maths attainment among disadvantaged pupils at the end of KS2 | By the end of KS2 reading, writing and maths outcomes for disadvantaged pupils are broadly in line with the national average<br>**Goal for 2024 – 25** (Disadvantaged children with no SEN)<br>Reading – Gap -7%<br>Writing – Gap -10%<br>Maths – Gap -7% |
| Improved reading, writing and maths progress data for disadvantaged children with SEN | By the end of KS2 disadvantaged pupils with SEN make accelerated progress from their starting points in reading, writing and maths<br>**Goal for 2024 – 25** (Disadvantaged children with SEN)<br>Reading – 50%<br>Writing – 50%<br>Maths – 50% |
| Improved oral language skills and vocabulary among disadvantaged pupils at the end of EYFS. | Assessments indicate improved spoken language among disadvantaged pupils in EYFS. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.<br>**Goal for 2024 – 25**<br>Speaking - 77% (September 2024 – 40%) |
| Improved data around self-regulation for disadvantaged children at the end of EYFS | By the end of EYFS, outcomes for self-regulation for disadvantaged pupils are broadly in line with non-disadvantaged pupils.<br>**Goal for 2024 – 25**<br>Self-Regulation – 86% (July 2024 – 57%) |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing by 2026/27 demonstrated by:<br>• The number of disadvantaged children being identified as a concern decreasing on Strength and Difficulty Questionnaires and Emotional Literacy surveys<br>**Goal for 2024 – 25**<br>The percentage of disadvantaged pupils who are identified as a concern being below 14% (23/167) (November 2024) |

| | |
|---|---|
| To improve the attendance of disadvantaged pupils by July 2027 | Improved attendance demonstrated by:<br>• the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to below 2%. (July 2024 – 3.2%)<br>• the percentage of disadvantaged pupils who are persistently absent being below 20% (July 2024 – 55%)<br>**Goal for 2024 – 25**<br>• the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to below 3%.<br>• the percentage of disadvantaged pupils who are persistently absent being below 25% |

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

## Teaching

Budgeted cost: £38,468

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| High quality CPD for teachers and teaching assistants around Rosenshine's Principles of Instruction based on Tom Sherrington's book: Rosenshine's Principles in Action | Rosenshine's Principles of Instruction combines three distinct research areas (cognitive science, classroom practices, cognitive support) and how they complement each other by addressing how:<br>• People learn and acquire new information<br>• Master teachers implement effective class-room strategies<br>• Teachers can support students whilst learn-ing complex material<br>https://teacherhead.com/ | 1,2 |
| High quality CPD for teachers to implement new schemes to develop a broad and engaging curriculum which cements learning in a child's long-term memory.<br>• Refine implementation of new scheme for History and Geography to improve teacher subject knowledge in these subjects<br>• Purchase and implementation of new scheme for DT to improve teacher subject knowledge in this subject | Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.<br>**EEF Guidance Reports:**<br>Effective Professional Development<br>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development<br>Improving Literacy in KS1/KS2<br>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1<br>Improving mathematics in the EY & KS1<br>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths | 1,2 |
| Continued development of a Maths Mastery approach supported by external Mastery Specialists. We will | The DfE non-statutory guidance has been pro-duced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: | 1,2 |

| | | |
|---|---|---|
| fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD | Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)<br>**EEF Guidance Reports:**<br>Improving mathematics in the EY & KS1<br>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths<br>Improving mathematics in KS2 & 3<br>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 | |
| Implementation of Mastering number for EYFS and KS1 | 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:<br>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)<br>**EEF Guidance Reports:**<br>Improving mathematics in the EY & KS1<br>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths | 1,2 |
| Continue to develop the use of Accelerated Reader to engage children in reading and quizzing to improve their reading stamina and fluency. | Accelerated Reader motivates students to read more through quizzes, goal setting, and personalised recommendations. As pupils increase their reading volume, they develop greater reading stamina, word recognition, and language comprehension skills.<br>Improving Literacy in KS1/KS2<br>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 | 1,2 |
| Purchase of Rising Stars assessments to enable teachers to identify gaps in learning | 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:<br>Standardised tests \| Assessing and Monitoring Pupil Progress \| Education Endowment Foundation \| EEF | 1,2 |

| | | |
|---|---|---|
| Development of a language rich curriculum which focuses on oracy and vocabulary acquisition. | There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives<br>**EEF toolkit:**<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions<br><br>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years | 1,2,3 |
| Leadership time will be funded to release leaders to embed and monitor impact of CPD in school | Supporting continuous and sustained professional development is crucial to developing teacher practice.<br>**EEF Guidance Report:**<br>Effective Professional Development<br>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development | 1,2.3,4 |
| An extra TA to provide smaller teaching groups in EYFS for high quality reading, phonics and writing and to support children with self-regulation | **EEF Guidance Report:**<br>Making Best Use of Teaching Assistants<br>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants | 1,2,3,4 |
| SEND / EAL / Mental Health CPD for Teachers and Teaching Assistants to ensure that they have a positive impact on pupils with SEND | Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.<br>**EEF Guidance Reports:**<br>Special Educational Needs in Mainstream Schools<br>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send | 2,4,5 |

| | | |
|---|---|---|
| | Improving Social & Emotional Learning in Primary Schools<br>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel | |

## Targeted academic support

Budgeted cost: £32,423

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Same day 'hot' interventions for children who needed extra support in the previous lesson | Considerations should be given to how TAs can provide targeted support linking one to one or small group intervention to classroom teaching<br>Ensure explicit connections are made between learning from everyday classroom and teaching structured interventions<br>**EEF Guidance Report:**<br>Making Best Use of Teaching Assistants<br>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants | 1,2 |
| Additional phonics support for disadvantaged pupils who require further phonics support in Y1 and Y2 | Phonics has a positive impact on pupils, and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.<br>**EEF Toolkit:**<br>Phonics<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | 1,2 |
| Specific intervention programmes including Read Write Inc, Colourful Semantics, Reading Eggs | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups.<br>**EEF Toolkit:**<br>One to One tuition<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition | 1,2 |

| | | |
|---|---|---|
| | Small group tuition<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition | |

## Wider strategies

Budgeted cost: £36,532

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Pastoral support, both internal and external, for identified individuals, groups or classes<br>• Nurture group<br>• Emotional Literacy groups<br>• Play Therapist support<br>• Financial support for parents – uniform, trips etc | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life<br>**EEF Toolkit**<br>Social & Emotional Learning<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | 4,5 |
| Whole staff training on Therapeutic Thinking training | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life<br>**EEF Toolkit**<br>Social & Emotional Learning<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | 4,5 |
| CPD around explicit teaching of metacognitive and self-regulatory strategies | Explicit teaching of metacognitive and self-regulatory strategies could encourage disadvantaged pupils to practise and use these skills more frequently.<br>**EEF Toolkit**<br>Metacognition and Self Regulation<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation | 4,5 |

| | | |
|---|---|---|
| Attendance support for children whose attendance is causing concern<br>• Regular tracking<br>• First day response<br>• Regular late gates<br>• Informal meetings with parents<br>• Parent Contract meetings<br>• Breakfast Club<br>• Before & After school extra-curricular activities<br>• Liaise with EIPT | Embedding principles of good practice set out in the DfE's<br>Improving School Attendance advice.<br>**EEF Education Evidence:**<br>Rapid evidence assessment on attendance interventions for school aged pupils<br>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment | 6 |

## Total budgeted cost: £107,423

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year

<table>
<tr><th>Intended outcome</th><th>Success criteria</th><th>Impact</th></tr>
<tr>
<td>Improved reading, writing and maths attainment among disadvantaged pupils at the end of KS2</td>
<td>By the end of KS2 reading, writing and maths outcomes for disadvantaged pupils are broadly in line with the national average<br>Goal for 2024 – 25 (Disadvantaged children with no SEN)<br>Reading – Gap -7%<br>Writing – Gap -10%<br>Maths – Gap -7%</td>
<td>
<table>
<tr><th>KS2 outcomes</th><th>School</th><th>National</th></tr>
<tr><td>Reading (all)</td><td>73% (22/30)</td><td>75%</td></tr>
<tr><td>Reading (Non-disadvantaged)</td><td>71% (10/14)</td><td></td></tr>
<tr><td>Reading (Disadvantaged)</td><td>75% (12/16)</td><td></td></tr>
<tr><td>Gap</td><td>-4% ⬇</td><td></td></tr>
<tr><td>Writing (all)</td><td>73% (22/30)</td><td>72%</td></tr>
<tr><td>Writing (Non-disadvantaged)</td><td>64% (9/14)</td><td></td></tr>
<tr><td>Writing (Disadvantaged)</td><td>81% (13/16)</td><td></td></tr>
<tr><td>Gap</td><td>-17% ⬇</td><td></td></tr>
<tr><td>Maths (all)</td><td>80% (24/30)</td><td>74%</td></tr>
<tr><td>Maths (Non-disadvantaged)</td><td>71% (10/14)</td><td></td></tr>
<tr><td>Maths (Disadvantaged)</td><td>88% (14/16)</td><td></td></tr>
<tr><td>Gap</td><td>-17% ⬆</td><td></td></tr>
<tr><td>R, W, M combined (all)</td><td>70%</td><td>62%</td></tr>
<tr><td>R, W, M combined (Non-disadvantaged)</td><td>64%</td><td>67%</td></tr>
<tr><td>R, W, M combined (Disadvantaged)</td><td>75%</td><td>46%</td></tr>
<tr><td>Gap</td><td>-11% ⬇</td><td>-22%</td></tr>
</table>
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</table>

In 2024 – 25 the reading, writing & maths combined attainment for disadvantaged children at Lumbertubs was better than the national average

Although there is a gap between the attainment of disadvantaged children and non-disadvantaged children in reading, writing and maths, this is due to SEN needs. When disadvantaged children with SEN are removed from the data, the gap between disadvantaged and non- disadvantaged is minimal in reading and maths and disadvantaged children attain better than no-disadvantaged children in reading.

| KS2 outcomes – No SEND | School |
|---|---|
| Reading (Non-disadvantaged / No SEN) | 75% (12/16) |
| Reading (Disadvantaged / No SEN) | 89% (8/9) |
| Gap | +14% |
| Writing (Non-disadvantaged / No SEN) | 81% (13/16) |
| Writing (Disadvantaged / No SEN) | 78% (7/9) |
| Gap | -3% |
| Maths (Non-disadvantaged / No SEN) | 88% (15/17) |
| Maths (Disadvantaged / No SEN) | 89% (14/16) |
| Gap | +1% |

<table>
<tr>
<td>Improved reading, writing and maths progress data for disadvantaged children with SEN</td>
<td>By the end of KS2 disadvantaged pupils with SEN make accelerated progress from their starting points in reading, writing and maths<br>Goal for 2024 – 25 (Disadvantaged children with SEN)<br>Reading – 50%<br>Writing – 50%<br>Maths – 50%</td>
<td>
<table>
<tr><th></th><th>Accelerated progress</th></tr>
<tr><td>Reading (Disadvantaged / SEN)</td><td>60% (3/5)</td></tr>
<tr><td>Writing (Disadvantaged / SEN)</td><td>60% (3/5)</td></tr>
<tr><td>Maths (Disadvantaged / SEN)</td><td>40% (2/5)</td></tr>
</table>
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<tr>
<td>Improved oral language skills and vocabulary among disadvantaged pupils at the end of EYFS.</td>
<td>Assessments indicate improved spoken language among disadvantaged pupils in EYFS. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.<br>Goal for 2024 – 25<br>Speaking - 77% (September 2024 – 40%)</td>
<td>There has been a continued focus on oracy at Lumbertubs in 2024 - 25, which will continue in 2025 – 26 as the school is part of a Voice21 initiative. Classroom environments show displays of key vocabulary, grammar prompts and sentence stems which support the children with their oracy skills. Lesson drop in show that teachers are skilled at targeting questioning to reluctant speakers and that they model and scaffold answers where necessary. VIPERS reading lessons continue to focus on vocabulary which has also had an impact on children’s writing.<br><br>A continued focus on quality interactions in Early Years has given children in Nursery and Reception increased opportunities for speaking and as a result 100% of disadvantaged children have made expected progress in speaking data and 14% accelerated progress by the end of EYFS.</td>
</tr>
</table>

<table>
<tr>
<td>Improved data around self-regulation for disadvantaged children at the end of EYFS</td>
<td>By the end of EYFS, outcomes for self-regulation for disadvantaged pupils are broadly in line with non-disadvantaged pupils.<br>Goal for 2024 – 25<br>Self-Regulation – 86% (July 2024 – 57%)</td>
<td>
<table>
<tr><th></th><th>Expected progress</th><th>Accelerated progress</th></tr>
<tr><td>Self-Regulation outcomes (Disadvantaged)</td><td>88% (7/8)</td><td>0%</td></tr>
<tr><td>Self-Regulation outcomes (Non – disadvantaged)</td><td>85% (17/20)</td><td>35% (7/20)</td></tr>
<tr><td>Gap</td><td>+3%</td><td></td></tr>
</table>
1 disadvantaged child and 3 non-disadvantaged children did not achieve the self-regulation ELG at the end of Reception.
</td>
</tr>
<tr>
<td>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</td>
<td>Sustained high levels of wellbeing by 2026/27 demonstrated by:<br>• The number of disadvantaged children being identified as a concern decreasing on Strength and Difficulty Questionnaires and Emotional Literacy surveys<br>Goal for 2024 – 25<br>• The percentage of disadvantaged pupils who are identified as a concern being below 14% (23/167) (November 2024)</td>
<td>Wellbeing questionnaires completed show that the majority of children are positive about their wellbeing and the support the school gives.<br>93% of children enjoy learning at school, 97% feel that they are well cared for and 97% feel that the school keeps everyone safe.<br>Support is given to children who are identified as a concern on SDQs or Emotional Literacy surveys. This includes Nurture provision, ELSA sessions, MHST external support and play therapy.<br>The percentage of disadvantaged pupils who are identified as a concern in March 25 is 11% (19/171).<br>.</td>
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<table>
<tr>
<td>To improve the attendance of disadvantaged pupils by July 2027</td>
<td>Improved attendance demonstrated by:<br>• the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to below 2%. (July 2024 – 4.2%)<br>• the percentage of disadvantaged pupils who are persistently absent being below 20% (July 2024 – 29%)<br>Goal for 2024 – 25<br>• the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to below 3%.<br>• the percentage of disadvantaged pupils who are persistently absent being below 25%</td>
<td>
<table>
<tr><th></th><th>2023 - 2024</th><th>2024 - 25</th></tr>
<tr><td>Attendance</td><td>94.2%</td><td>93.4%</td></tr>
<tr><td>Attendance (Disadvantaged)</td><td>91.5%</td><td>91.5%</td></tr>
<tr><td>Attendance (Non -Disadvantaged)</td><td>95.7%</td><td>94.6%</td></tr>
<tr><td>Gap</td><td>-4.2%</td><td>-3.1%</td></tr>
<tr><td>PA</td><td>15.8%</td><td>15.1%</td></tr>
<tr><td>PA (Disadvantaged)</td><td>29.3%</td><td>26%</td></tr>
<tr><td>PA (Non-Disadvantaged)</td><td>8.4%</td><td>8.8%</td></tr>
<tr><td>Gap</td><td>-20.9%</td><td>-17.2%</td></tr>
</table>
The gap between the attendance of disadvantaged pupils and non-disadvantaged did reduce last year. 2 children who are classed as severely absent have had an impact on this data, particularly the PA data. However, attendance of disadvantaged children continues to be a priority.
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