Lumbertubs Primary School
Pupil Premium Strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Lumbertubs Primary School
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	Sept 23 – 37% (71 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plan)	2021 - 2024
Date this statement was published	July 2023
Date on which it will be reviewed	July 2024
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 (2023 – 2024)	£101,850
Recovery premium funding allocation this academic year (2023 – 2024)	£9425 (£145 x 65PP)
National Tutoring Programme (School led tutoring) funding allocation this academic year (2023 – 2024)	DfE contribution - £4,387.50 (50%) School contribution - £4387.50 Total £8774
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£120,049

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 and its impact monitored to ensure it is having the intended effect. 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. 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

High quality interventions are planned, which includes support from School Led Tutoring, to fill gaps in learning which have been exacerbated by two national lockdowns. 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	Gaps in prior learning means that attainment is still lower for disadvantaged pupils across the school particularly for Reading, Writing and Maths.
2	Poor spoken language skills of disadvantaged pupils which impacts on reading & writing attainment across the school
3	Increasing number of children with significant SEN in classes. Improved knowledge of how to support these children in a mainstream class is needed. 2022 – 23 - 46% of SEN children at Lumbertubs are disadvantaged.
4	Surveys, observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including the impact on their attainment.
5	Parents of some disadvantaged pupils require additional support in order to engage with the school and their child's learning, particularly around attendance

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
Improved reading, writing and maths attainment among disadvantaged pupils at the end of KS2	KS2 reading outcomes for all pupils is at least in line with the national average. KS2 reading outcomes for disadvantaged pupils are broadly in line with the national average KS2 writing outcomes for all pupils is at least in line with the national average. KS2 writing outcomes for disadvantaged pupils are broadly in line with the national average KS2 maths outcomes for all pupils is at least in line with the national average. KS2 maths outcomes for disadvantaged pupils are broadly in line with the national average

Improved phonics attainment for disadvantaged pupils at the end of Y1.	Phonics outcomes for all pupils are broadly in line with the national average Phonics outcomes for disadvantaged pupils are broadly in line with the national average
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading, writing and maths progress data for disadvantaged children with SEN	KS2 reading outcomes for SEN pupils is at least in line with the national average. KS2 reading outcomes for SEN disadvantaged pupils are broadly in line with the national average for SEN KS2 writing outcomes for SEN pupils is at least in line with the national average. KS2 writing outcomes for SEN disadvantaged pupils are broadly in line with the national average for SEN KS2 maths outcomes for SEN pupils is at least in line with the national average. KS2 maths outcomes for disadvantaged pupils are broadly in line with the national average for SEN
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations
To improve the attendance of disadvantaged pupils by July 2024	Improved attendance from 2022 demonstrated by: • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. • the percentage of disadvantaged pupils who are persistently absent being below 20%

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: £34,638

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Rising Stars assessments. Training for staff to ensure assessments are interpreted and administered correctly.	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: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	1,2,3
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. High quality CPD for subject leaders to fund release time to attend focused CPD and to monitor their subject. **2023 – 24** • Learning Partnership CPD for Subject Leaders • Writing CPD – to ensure all staff are using the Lumbertubs writing approach • Purchase and implementation of new schemes for History and Geography to improve teacher subject knowledge in these subjects	Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. **EEF Guidance Reports:** Effective Professional Development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development Improving Literacy in KS1/KS2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 Improving mathematics in the EY & KS1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	1,2,3

Development of a Maths Mastery approach supported by external Mastery Specialists. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). **2023 – 24** Maths Hub CPD focus TBC	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: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) **EEF Guidance Reports:** Improving mathematics in the EY & KS1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths Improving mathematics in KS2 & 3 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	1,3
Development of a language rich curriculum which focuses on oracy and vocabulary acquisition. **2023 – 24** EYFS focus	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 **EEF toolkit:** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years	1,2,3
New TA training to raise knowledge, skills and understanding for staff supporting children in class and through group activities. Funding will support TA release to attend focused CPD.	Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. **EEF Guidance Reports:** Effective Professional Development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,2,3
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	3,4

2023 – 24 • ASD training • SEMH training • EAL training	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. **EEF Guidance Reports:** Special Educational Needs in Mainstream Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send Improving Social & Emotional Learning in Primary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	

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

Budgeted cost: £40,231

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 Ensure explicit connections are made between learning from everyday classroom and teaching structured interventions **EEF Guidance Report:** Making Best Use of Teaching Assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,2,3
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. **EEF Toolkit:** One to One tuition	1,2,3

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
School Led Tutoring Programme support for reading & maths	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: **EEF Toolkit:** One to One tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3

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

Budgeted cost: £42,012

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support, both internal and external, for identified individuals, groups or classes **2023 – 24** • Nurture group • Emotional Literacy groups • Nurturing Empathy • Play Therapist support • 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 **EEF Toolkit** Social & Emotional Learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4
Attendance support for children whose attendance is causing concern **2023 – 24**	Embedding principles of good practice set out in the DfE's Improving School Attendance advice. **EEF Education Evidence:**	5

• Regular tracking – new system for 23 - 24 • First day response • Regular late gates • Informal meetings with parents • Parent Contract meetings • Breakfast Club • Before & After school extra-curricular activities • Liaise with EIPT	Rapid evidence assessment on attendance interventions for school aged pupils https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	
Contingency fund for acute issues. (£3168)	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: £120,049

Pupil premium strategy outcomes

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

<table>
<tr><th>Aim</th><th>Impact</th></tr>
<tr><td>Improved reading, writing and maths attainment among disadvantaged pupils at the end of KS2</td><td>
<table>
<tr><th>Y6</th><th>ARE
July 23</th><th>Targeted for
end of Y6</th></tr>
<tr><td>Reading</td><td>73% (8/11)</td><td>82% (9/11)</td></tr>
<tr><td>Writing</td><td>73% (8/11)</td><td>64% (7/11)</td></tr>
<tr><td>Maths</td><td>73% (8/11)</td><td>73% (8/11))</td></tr>
<tr><td>Y5</td><td></td><td></td></tr>
<tr><td>Reading</td><td>56% (5/9)</td><td>67% (6/9)</td></tr>
<tr><td>Writing</td><td>44% (4/9)</td><td>67% (6/9)</td></tr>
<tr><td>Maths</td><td>78% (7/9)</td><td>67% (6/9))</td></tr>
<tr><td>Y4</td><td></td><td></td></tr>
<tr><td>Reading</td><td>69% (9/13)</td><td>69% (9/13)</td></tr>
<tr><td>Writing</td><td>15% (2/13)</td><td>54% (7/13)</td></tr>
<tr><td>Maths</td><td>54% (7/13)</td><td>62% (8/13)</td></tr>
</table>
The data shows that the number of children achieving age related expectations has increased across the year. Targets for the current Y4, Y5 and Y6 have been met in Reading and Targets for Y4 and Y6 have been met in Maths.
Whole school data when Pupil Premium with SEN are removed from the data
<table>
<tr><td>Reading</td><td>69% (35/51)</td></tr>
<tr><td>Writing</td><td>47% (24/51)</td></tr>
<tr><td>Maths</td><td>71% (36/51)</td></tr>
</table>
Attainment in reading and maths is stronger than attainment in writing, but this is also the case for non-disadvantaged children. This will continue to be a whole school focus for 2023 – 24. Current Y4 & Y5 children will be a focus in writing in 2023 – 24 and the school led tutoring grant will be used to support these children.
<u>School Led Tutoring funding</u>
School Led tutoring was carried out in Year 4, year 5 and Year 6 with. The data chart below shows the percentage of children who made expected and accelerated progress from their starting points.
<table>
<tr><th></th><th>Expected Progress
July 22 - July 23</th><th>Accelerated Progress
July 22 - July 23</th></tr>
<tr><td>Reading</td><td>76% (25/33)</td><td>33% (11/33)</td></tr>
<tr><td>Writing</td><td>76% (25/33)</td><td>49% (16/33)</td></tr>
<tr><td>Maths</td><td>79% (26/33)</td><td>24% (8/33)</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><td>Improved phonics attainment for disadvantaged pupils at the end of Y1.</td><td>63% (5/8) of disadvantaged children achieved the national average expected standard in the Y1 Phonics screening check this year. 2/3 children who did not pass the screening have significant SEN & 1 child's attendance is a concern. Support for these pupils will continue in 2023 – 24.</td></tr>
<tr><td>Improved oral language skills and vocabulary among disadvantaged pupils.</td><td>Oral language skills and vocabulary have continued to be a focus for 2022 – 23. Observations of lessons showed that there continued to be a greater focus around oracy & books show there are still high expectations around the use of vocabulary. Elements of VIPERS reading lessons focus on developing vocabulary & children are starting to use more ambitious vocabulary in their writing across the curriculum. This work will continue in 2023 – 24 and is likely to always need to be a focus, particularly in the Early Years.</td></tr>
<tr><td>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</td><td>When speaking to children about their wellbeing, most children feel safe and happy at school. Children with more significant need were identified for the Nurture group and have made good progress against their targets. Nurture provision will continue for these children until December 2023. Emotional Literacy groups data shows that children have made some progress but for lots of them environmental issues are ongoing which has an impact on the way that they see themselves. Children identified on My Concern or through the class worry boxes are spoken to about their concerns & worries & actions taken if needed. This support will continue in 2023 – 24.</td></tr>
<tr><td>To improve the attendance of disadvantaged pupils by July 2024</td><td>
<table>
<tr><td>2021 - 22</td><td>Disadvantaged</td><td>Non -disadvantaged</td></tr>
<tr><td>Attendance</td><td>91%</td><td>95%</td></tr>
<tr><td>PA</td><td>13% (26/205)</td><td>8% (20/205)</td></tr>
</table>
<table>
<tr><td>2022 - 23</td><td>Disadvantaged</td><td>Non -disadvantaged</td></tr>
<tr><td>Attendance</td><td>89%</td><td>94%</td></tr>
<tr><td>PA</td><td>13% (26/196)</td><td>12% (23/196)</td></tr>
</table>
The attendance gap between disadvantaged & non-disadvantaged children has remained at a similar percentage to the previous year. The PA gap has increased for non-disadvantaged pupils.
Analysis of attendance for disadvantaged children shows:

Monitoring – 22 children
Close to threshold – 11 children
Holidays – 8 children
Currently receiving parental support - 14 children

Training this academic year and meetings with EIPT have shown that the school is following rigorous systems to tackle low attendance. There are currently 3 school refusers (all Pupil Premium) and 2 children on a part time timetable (1 – Pupil Premium) who have had an impact on attendance data.
Data without these children is as follows
<table>
<tr><td>2022 - 23</td><td>Disadvantaged</td><td>Non -disadvantaged</td></tr>
<tr><td>Attendance</td><td>92%</td><td>94%</td></tr>
<tr><td>PA</td><td>11% (22/192)</td><td>12% (23/192)</td></tr>
</table>
</td></tr>
</table>

	Our attendance systems have been analysed and refined and identified children will continue to be monitored in 2023 – 24.