Lumbertubs Primary School
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	Lumbertubs Primary School
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	29% (59 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plan)	2021 - 2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
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 (2022 – 2032)	£81,715
COVID Recovery Grant	£8995
National Tutoring Programme (School led tutoring) funding allocation this academic year (2022 – 2023)	£10,004
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£100,714

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: £25,961

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD for teachers to develop a broad and engaging curriculum which cements learning in a child's long-term memory. Funding will support teacher release to attend focused CPD. **2022 – 23** Learning Partnership CPD for Subject Leaders TA training to raise knowledge, skills and understanding for staff supporting target children in classes 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 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). **2022 – 23** Maths Hub CPD focus on • Maths Leadership	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	1,3

• Transition from EYFS to Y1	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	
Development of a language rich curriculum which focuses on oracy and vocabulary acquisition. **2022 - 23** • Extra TA employed in EYFS (2 days) to focus on Early language (NELI)	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	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 **2022 – 23** • ADHD / ASD training • Dyslexia training • SEMH training • EAL training	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. **EEF Guidance Reports:** Special Educational Needs in Mainstream Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	3
Regular CPD to support children's mental health and wellbeing. **2022 – 23** • Learning Partnerships – Nurture training • Mental Health Lead Training • Magnificent Minds training	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life **EEF Guidance Reports:** Improving Social & Emotional Learning in Primary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	4

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

Budgeted cost: £44,747

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, Nuffield Early Language intervention, Reading Eggs / Mathseeds	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 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
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: £30,006

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of an Entitlement document so that all children are given equal opportunities and enrichment experiences	Enriching education can have intrinsic benefits for disadvantaged children, particularly when the experiences are linked to learning. There is growing evidence that these skills such as the ability to respond to setbacks, working well with others, building relationships, managing emotions, and coping with difficult situations are important to children's later outcomes. **EEF Report: Guidance for Teachers** Life Skills and Enrichment https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	3
Pastoral support, both internal and external, for identified individuals, groups or classes **2022 – 23** • Nurture group set up • Emotional Literacy groups • Roots of Empathy • Play Therapist support • Counselling • 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 **2022 – 23** • Regular tracking • First day response • Regular late gates • Informal meetings with parents • Parent Contracts • Liaise with EIPT	Embedding principles of good practice set out in the DfE's Improving School Attendance advice. **EEF Education Evidence:** Rapid evidence assessment on attendance interventions for school aged pupils https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	5

• Breakfast Club • Before & After school extra-curricular activities		
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: £100,714

Part B: Review of outcomes in the previous academic year (2021 – 22)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 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><td>On track Feb 22</td><td>On track May 22</td><td>ARE July 22</td><td>Targeted for end of Y6</td></tr>
<tr><td>Reading</td><td>15% (2/13)</td><td>43% (6/14)</td><td>57% (8/14)</td><td>57% (8/14)</td></tr>
<tr><td>Writing</td><td>15% (2/13)</td><td>29% (4/14)</td><td>50% (7/14)</td><td>57% (8/14)</td></tr>
<tr><td>Maths</td><td>31% (4/13)</td><td>57% (8/14)</td><td>57% (8/14)</td><td>57% (8/14)</td></tr>
<tr><th>Y5</th><td></td><td></td><td></td><td></td></tr>
<tr><td>Reading</td><td>44% (4/9)</td><td>44% (4/9)</td><td>78% (7/9)</td><td>78% (7/9)</td></tr>
<tr><td>Writing</td><td>44% (4/9)</td><td>44% (4/9)</td><td>44% (4/9)</td><td>78% (7/9)</td></tr>
<tr><td>Maths</td><td>44% (4/9)</td><td>44% (4/9)</td><td>78% (7/9)</td><td>78% (7/9)</td></tr>
<tr><th>Y4</th><td></td><td></td><td></td><td></td></tr>
<tr><td>Reading</td><td>20% (2/10)</td><td>42% (5/12)</td><td>36% (4/11)</td><td>64% (7/11)</td></tr>
<tr><td>Writing</td><td>10% (1/10)</td><td>25% (3/12)</td><td>0% (0/11)</td><td>55% (6/11)</td></tr>
<tr><td>Maths</td><td>30% (3/10)</td><td>33% (4/12)</td><td>64% (7/11)</td><td>73% (8/11)</td></tr>
</table>
The data shows that the number of children achieving age related expectations has increased across the year. Attainment in reading and maths is stronger than attainment in writing, which will be a whole school focus for 2022 – 23. Y4 children will be a focus in both reading & writing in 2022 – 23 and the school led tutoring grant will be used to support these children.
</td></tr>
<tr><td>Improved phonics attainment for disadvantaged pupils at the end of Y1.</td><td>90% (9/10) of disadvantaged children achieved the national average expected standard in the Y1 Phonics screening check this year. Support for disadvantaged pupils will continue in 2022 – 23.</td></tr>
<tr><td>Improved oral language skills and vocabulary among disadvantaged pupils.</td><td>As a school vocabulary is a focus for CPD and early indications show that this has had a positive impact on teaching & learning in the classroom. Teachers are aware of disadvantaged children in their class & ensure that these children are a focus. Observations of lessons shows that there is a greater focus around oracy & books show there are high expectations around the use of vocabulary. Teachers are developing the use of</td></tr>
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<tr><td></td><td>vocabulary, particularly through the VIPERS reading lessons & children are using more ambitious vocabulary in their writing across the curriculum. This work will continue in 2022 – 23 with a focus on the writing curriculum.</td></tr>
<tr><td>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</td><td>Wellbeing questionnaires completed show that the majority of children are happy in school. When speaking to children about their wellbeing, many children feel safe and happy. 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 2022 – 23.</td></tr>
<tr><td>To improve the attendance of disadvantaged pupils by July 2024</td><td>
<table>
<tr><td>2020 - 21</td><td>Disadvantaged</td><td>Non -disadvantaged</td></tr>
<tr><td>Attendance</td><td>88%</td><td>96%</td></tr>
<tr><td>PA</td><td>11% (23/206)</td><td>6% (12/206)</td></tr>
</table>
<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>
The attendance gap between disadvantaged & non-disadvantaged children is narrowing’ although parents COVID19 concerns have had an impact on the attendance of both groups. The PA gap is similar to the same period last year.
Analysis of attendance for disadvantaged children shows:

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

Rigorous systems are in place and identified children will be monitored in 2022 – 23. Parents will be notified when their child’s attendance becomes a concern and support will also be provided when necessary.
</td></tr>
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Recovery Funding - National Tutoring Programme

The National Tutoring programmes have now been completed. The data shows children making progress from their starting points

White Rose Maths (NTP)		Lightning Squad Reading (NTP)	
Expected progress	56% (22/29)	Expected progress	76% (10/18)
Accelerated progress	44% (14/29)	Accelerated progress	48% (8/18)