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	200
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plan)	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Ceri Cook
Pupil premium lead	Ceri Cook
Governor / Trustee lead	Anne Partridge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2021 – 2022)	£92,805
Recovery premium funding allocation this academic year (2021 – 2022)	£7695
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£100,500

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 and supporting the wellbeing of all children. High quality interventions are planned, which includes support from the National Tutoring programme, 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	Disadvantaged pupils did not engage with remote learning during the two national lockdowns which has led to the gaps in learning increasing
3	Poor spoken language skills of disadvantaged pupils which impacts on reading & writing attainment across the school

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 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	73% disadvantaged pupils achieve the national average in reading at the end of KS2 by July 2024 73% disadvantaged pupils achieve the national average in writing at the end of KS2 by July 2024 73% disadvantaged pupils achieve the national average in maths at the end of KS2 by July 2024
Improved phonics attainment for disadvantaged pupils at the end of Y1.	Disadvantaged pupils achieve the national average expected standard in the Y1 Phonics screening check by July 2024
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.
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: £49458

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. TA training to raise knowledge, skills and understanding for staff supporting target children in classes and through group activities:	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, 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
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).	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, 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 **EEF toolkit:** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	3
Regular CPD to support children's mental health and wellbeing.	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: £25,682

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 be-tween learning from everyday classroom and teaching structured interventions **EEF Guidance Report:** Making Best Use of Teaching Assistants https://educationendowmentfounda-tion.org.uk/education-evidence/guidance-re-ports/teaching-assistants	1,2
Specific intervention programmes including Learning Village, Read	Tuition targeted at specific needs and knowledge gaps can be an effective method	1,2

Write Inc, Switch on Reading, Colourful Semantics, Nuffield Early Language intervention, Reading Eggs	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	
National 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

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

Budgeted cost: £25,360

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	4

Pastoral support, both internal and external, for identified individuals, groups or classes	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	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
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: £92,805

Part B: Review of outcomes in the previous academic year (2020 – 21)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Aim	Impact
Increased involvement in learning for PP pupils will ensure better attainment and progress in learning.	**Impact of actions –July 2021** Due to Covid 19 it is not possible to evidence the impact with statistical evidence and it is clear that some children, often disadvantaged, found it difficult to access the learning without the support that they would receive during face to face teaching. Regular monitoring, since the full return to school on 8th March has evidenced that teaching continues to address the needs of disadvantaged children. Intervention groups prioritise disadvantaged children to ensure that gaps in learning are addressed and children are making progress.
Improved Speech, Language and Communication in EYFS so that **pupils have with a strong foundation for literacy development and learning in the classroom.**	**Impact of actions – July 2021** Due to Covid 19 it is not possible to evidence the impact with statistical evidence and due to staffing restrictions, the Chatterway programme has not taken place. EYFS staff have been trained in the Nuffield Early Language Intervention which is being delivered to a group of identified children. Planning shows an emphasis on communication and language.
Social and emotional issues of identified pupils addressed.	**Impact of actions – July 2021** Behaviour remained good during lockdown and there have been very few behaviour incidents since children returned to school on 8th March 2021. A focus on wellbeing through the PSHE curriculum has ensured that children have the opportunity to discuss their feelings and emotions so that they can focus on their learning. Pupil Wellbeing Questionnaires identified individuals needing support and all staff have been vigilant and have provided support when necessary. Counselling has enabled identified children to

	discuss their feelings and these children are more engaged in the classroom. Mental toughness training took place in Term 6 for Years 5 & 6.
Increased parental engagement	**Impact of actions –July 2021** The work of the Inclusion Support Manager has been crucial to supporting children and families during Covid 19. Welfare of all pupils has been the priority during this period and we have ensured that safeguarding has been a priority throughout this time. Mental health support has been provided for both children and parents during the lockdown period and continues to be necessary since returning to school on 8th March 2021. Referrals to the food bank & community support has continued to provide additional food to families during lockdown. Vulnerable children were invited into school during the lockdown period and attendance has continued to be monitored.

Impact of actions –July 2021

Data shows that disadvantaged children made similar progress in reading, writing & maths to non-disadvantaged children in 2020 – 21 & more disadvantaged children reached the expected standard in maths. However, there are still gaps between disadvantaged & non-disadvantaged children in reading & writing.

		Reading	Writing	Maths
Attainment	Disadvantaged	31% (20/64)	16% (10/64)	44% (28/64)
	Non-disadvantaged	44% (51/115)	31% (36/115)	38% (44/115)
Progress	Disadvantaged	71% (20/64)	69% (20/64)	71% (20/64)
	Non-disadvantaged	74% (85/115)	67% (77/115)	77% (89/115)