

# Pupil premium strategy statement 2021-2022

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   | Lavendon School          |
| Number of pupils in school  | 154                      |
| Proportion (%) of pupil premium eligible pupils   | 21 14%                   |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> ) | 3 years                  |
| Date this statement was published   | November 2020            |
| Date on which it will be reviewed   | Annually                 |
| Statement authorised by   | Miss H King/Mrs L Watson |
| Pupil premium lead  | Miss H King              |
| Governor / Trustee lead   | Mrs J Rouse              |

## Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £24,210 |
| Recovery premium funding allocation this academic year  | £3045   |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £27,255 |

# Part A: Pupil premium strategy plan

## Statement of intent

*As a school, our vision for our Pupil Premium children, is to ensure an outstanding provision at two levels, the whole school level and the bespoke. This underpins our school ethos of care, nurture and determination, celebrating the differences amongst all members of our community. We believe that all pupils should thrive and flourish within our school, regardless of any disadvantages they may face. High expectations, high quality teaching and learning opportunities are a right of all our pupils, and we can utilise pupil premium funding effectively to ensure our pupil's needs are met and they continue to make progress. We value the importance of understanding the vulnerability amongst some of our pupils, focusing on the development of the whole child and their families when planning both whole school and personalised provision which widens their experiences.*

### **Our School Ethos for Pupil Premium**

*Our key ethos includes:*

- *Lavendon School adopts a whole school approach whereby all are accountable for our pupil premium pupils.*
- *There should be no gap in progress or attainment between pupil premium pupils and non-pupil premium pupils.*
- *Pupil premium funds will be ring fences to directly benefit and target pupil premium pupils tailored specifically to meet the individual needs of the children.*

*All expenditure is evaluated using key performance indicators, including attendance, attainment, progress and punctuality.*

- *Pupil premium is a key focus of teaching and learning and plays a crucial part in planning, monitoring and assessment.*
- *There is a direct team of adults who monitor the well-being and learning of these pupils and then feed this information directly to all parties*
- *Direct involvement by all stakeholders including our pupil premium governor*
- *Governors, including our Pupil premium governor, to be fully involved in the monitoring and evaluation of the Pupil premium interventions, analysis and costings.*

### *Whole School Level:*

- *Our whole school understands the importance and impact of wellbeing and this is our key value in ensuring every child is successful*
- *As a school we place a huge emphasis on academic research and have spent time piloting new ideas with our most vulnerable being our benchmark*
- *We also understand that all of our children have different needs and so we enrich their lives with a variety of different opportunities*
- *Parental engagement is key to providing a positive and nurturing environment in which our Pupil premium pupils can achieve their potential.*

*Early intervention and targeted learning support are central to our strategy. Children take part in a variety of interventions and learning experiences to help build solid foundations.*

### *Bespoke provision for individual pupils*

*We believe that pupil premium should be used to impact the wider school but it is also pertinent that pupil premium is specifically tailored to meet the needs of individual pupils. We ensure that by talking to the pupils, their families and other stakeholders that we can create the very best provision for that child. Whether it is narrowing an academic gap, social and emotional wellbeing or a creative intervention. Our main focus is that each child is given the opportunity to shine.*

## Challenges

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

| <b>Challenge number</b> | <b>Detail of challenge</b>  |
|-------------------------|---|
| 1                       | Some disadvantaged children make slow progress from their starting point  |
| 2                       | Non-disadvantaged children outperform disadvantaged   |
| 3                       | Poor emotional resilience, self-regulation skills and limited aspiration which has a significant impact on some pupil's ability to play/work collaboratively and to accept a degree of challenge in their learning. |
| 4                       | Poor oral and written skills  |
| 5                       | Low parental engagement   |

## 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   |
|---|--|
| <i>To improve the level of ALL children achieving the expected standard in Writing, with a key focus on oracy, handwriting and SPAG skills being embedded in all subjects</i> | End of year writing expectations will be in line or above national |
| To improve the number of ALL children reaching the expected standard in Reading, with a focus on fluency and reading stamina.   | End of year reading expectations will be in line of above national |
| To improve the attendance of Pupil premium children to above 96%  | Pupil Premium children's attendance will be above 96%              |
| To reduce the gap between PP and non-PP children to zero  | The gap between PP and non-PP will have closed.                    |

## 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: £ 14,760

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| In house CPD – team teaching, observations and weekly focus meetings           | <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports</a>   | 1,2,4                         |
| <i>In house CPD for support staff</i>  | <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports</a>   | 1,2,4                         |
| <i>Voice 21</i>  | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>             | 4                             |
| <i>TA for Social, Emotional and Behaviour</i>                                  | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a> | 3                             |
| <i>Quality resources to enhance provision – for example Literacy shed plus</i> | DfE Reading Framework   | 1,2,3,4,5                     |

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

Budgeted cost: £6.389

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

|  |   |     |
|--|---|-----|
| <i>NELI</i>                                | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>               | 4   |
| <i>Voice 21</i>                            | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a><br>cost above | 4   |
| <i>Tutoring</i>                            | DfE   | 1,2 |
| <i>1:1 intervention/Precision Teaching</i> | <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/tutor-trust-primary">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/tutor-trust-primary</a>   | 1,2 |
| <i>Small group interventions</i>           | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>     | 1,2 |
| <i>QFT</i>                                 | <a href="https://thirdspacelearning.com/blog/quality-first-teaching/">https://thirdspacelearning.com/blog/quality-first-teaching/</a>   | 1,2 |

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

Budgeted cost: £ 5,236

| <b>Activity</b>  | <b>Evidence that supports this approach</b>   | <b>Challenge number(s) addressed</b> |
|--|---|--------------------------------------|
| <i>Forest School – specialised forest school teacher and equipment</i> | <a href="https://www.ncl.ac.uk/media/wwwnclacuk/socialjustice/files/forest-school-for-wellbeing.pdf">https://www.ncl.ac.uk/media/wwwnclacuk/socialjustice/files/forest-school-for-wellbeing.pdf</a>                                     | 3                                    |
| <i>Financial support for parents to maintain inclusivity</i>           | In school research supports this. We have used parental surveys to gauge this statement.  | 3,5                                  |
| <i>Parental Engagement</i>   | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a> | 5                                    |

**Total budgeted cost: £ 26,385**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Forest school had a huge impact on the wellbeing of children. Class teachers noted that most children displayed a better attitude to learning and were more resilient after a term of these sessions. During the lockdown period these children accessed more frequent check-in and virtual lessons which has made a positive impact on our reading data. With over 60% of pupil premium children reaching age expected relations by the end of the summer term. Once we returned after the lockdown periods, these children also settled into school life quicker and we feel that the dip in progress they made was not as severe as it could have been and children have been quick to close these gaps since returning. It was also inline with the dip in progress most children made overall. All children including pupil premium children made rapid progress once they were settled back into school life.*

Attendance has improved for our pupil premium children and is currently sitting at 94% - two out of twenty-one of these children have been absent due to COVID. We are still aiming for an aspirational 96%.

Children's gaps in learning have been identified quickly both during the Autumn baseline and back to school after the school closures. This has allowed children to close most of the gaps by working closely with specialised staff and targeting each specific need.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

| Programme | Provider |
|-----------|----------|
|           |          |
|           |          |