

## 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	Linby-cum-Papplewick C of E Primary School
Number of pupils in school	103 (22-23) 99 (23-24)
Proportion (%) of pupil premium eligible pupils	4% - 4 pupils (22-23) 8% - 9 pupils (23 -24)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23 to 2024-25
Date this statement was published	December 2022 Reviewed December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Sarah Barratt
Pupil premium lead	Natasha Murray
Governor / Trustee lead	Kristian Bennett

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5,540 (22-23) £13,095 (23-24)
Recovery premium funding allocation this academic year	£2,000 (22-23) £2,000 (23-24)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£7,540 (22-23)

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£15,095 (23-24)
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# Part A: Pupil premium strategy plan

## Statement of intent

At Linby cum Papplewick C of E Primary School, our intention is for all children to be happy, safe and to make good progress irrespective of their background or challenges they face. We intend for all pupils to achieve high attainment in all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including good progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, including those who have a social worker. We will provide high quality teaching with a focus on areas in which disadvantaged pupils require most support. We will identify the needs of our pupils early on and put in place educational and social and emotional support to enable all pupils to succeed. This will have a great impact on closing the attainment gap. Our intention is that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We will use data and research to ensure the best provision is put in place to support our disadvantaged and vulnerable pupils, enabling all pupils including those who are not disadvantaged to catch up and keep up. We will ensure that disadvantaged pupils are challenged in the work they are set and we will act early to intervene at the point the need is identified.

Well-being, self-belief and resilience are high on our priorities for our Pupil Premium children and so our Pupil Premium Pupils are assured the opportunity to attend all school visits and residential. They are prioritised when allocating certain extra-curricular activities including clubs, workshops and educational visitors.

## Challenges

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

Challenge number	Detail of challenge
1	Our assessments and data indicate that levels of attainment and progress in reading and mathematics are lower in pupil premium pupils than other pupils who are not pupil premium.
2	Our assessments, observations and discussions with families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. 67% of our disadvantaged pupils have been identified as requiring extra support due to a number of pastoral issues.

3	Parental engagement with home learning
4	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2 - 4% lower than for non-disadvantaged pupils.</p> <p>Over the last 3 years, on average 20% of disadvantaged pupils have been 'persistently absent' compared to 9% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress</p> <p><b>Persistent absence</b>  2021-22 Pupil Premium pupils 25%; Non-Pupil Premium pupils 12.8%  2020-21 Pupil Premium pupils 8.3% Non-Pupil Premium pupils 2%  2019-20 Pupil Premium pupils 27.3% Non-Pupil Premium pupils 12.3%</p>
5	Access to wider opportunities due to the financial implications of educational visits and extra-curricular clubs.

## 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
The tracking and monitoring of vulnerable groups will be more effective. Interventions will have maximum effectiveness and support the needs for each individual.	<ul style="list-style-type: none"> <li>Children will make accelerated progress and attaining in line with or better than their peers</li> </ul>
Pupils are able to self-regulate and manage emotions in an appropriate way.	<ul style="list-style-type: none"> <li>Pupils are emotionally ready to learn and books show that they are producing the same or a higher quality and amount of work as their peers. Pupils can also talk positively about themselves and life at school.</li> </ul>
Improved parental engagement	<ul style="list-style-type: none"> <li>Parents/carers will have access to regular workshops</li> <li>Communication via newsletters, website, Class Dojo and social media will enhance engagement</li> </ul>
Improved % attendance	<ul style="list-style-type: none"> <li>Attendance of disadvantaged pupils will be closely monitored.</li> <li>Attendance aim – in line with national average</li> </ul>
Pupils to have access to wider opportunities	<ul style="list-style-type: none"> <li>Pupils will take part in enrichment experiences.</li> <li>Pupils will have music lessons</li> </ul>

	<ul style="list-style-type: none"> <li>• Pupils will experience school trips/residential experiences</li> <li>• Pupils will have access to extracurricular activities (after school clubs)</li> </ul>
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## 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: £3,770 (22-23)

: £7,540 (23-24)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff provide quality first teaching with high expectations for all	“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.” (EEF, The EEF Guide to the Pupil Premium, June 2019).	1, 2 and 3
Ensure all staff receive training on best-practice in the development of whole class reading, and the delivery of effective teaching for writing and maths. Planned sequence of staff meetings, including self review and impact evaluation sessions, to focus on planning, delivering and assessing learning in reading, writing and maths.	Reading comprehension can be improved by teaching specific strategies that pupils can apply both to monitor and overcome barriers to comprehension. These include prediction, questioning, clarifying, summarising, inference and activating prior knowledge. (EEF, Improving Literacy in Key Stage 2, April 2017)	1 and 2

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

Budgeted cost: £1,885 (22-23)

: £3,770 (23-24)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group intervention	EEF Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average”	1 and 2
Daily use of Little Wandle (Keep up / catch up)	“EEF + 5 - Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.”	1 and 2
1-1 daily reading sessions	Targeted deployment, where teaching assistants and teachers are trained to deliver an intervention to small groups or individuals has a high impact	1, 2 and 3
Delivery of NELI Intervention	Education Endowment Foundation funded two randomised controlled trials of NELI, both independently evaluated. The latest and largest, published in May 2020, involved 193 primary schools. Staff in the intervention schools received face-to-face training using materials designed by the developers but with the training led by Elklan. The trial found that children receiving the NELI programme made the equivalent of +3 additional months’ progress in oral language skills compared to children who did not receive NELI. It received 5 out of 5 on the EEF padlock scale which means we can be very confident in the results of the evaluation. Children receiving the NELI programme also made more progress in early word reading (+2 months) and children with English as an additional language benefited just as much from the programme as native English speakers.	1

To provide targeted teaching intervention through the National Tutoring Programme focused on addressing significant gaps in learning and making rapid gains in core subject areas. Teaching planned and delivered by school staff.	The National Tutoring Programme (NTP) supports schools by providing access to high quality tutoring to help pupils whose education has been affected by the Covid-19 pandemic. Evidence shows that tutoring can boost progress by up to five months, with extensive evidence showing that tutoring is one of the most effective tools to support learning and accelerate pupil progress.	1
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1,885 (22-23)

: £3,785 (23-24)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for Emotional Literacy Support Assistant training & ongoing supervision sessions (including staff cover)	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. (+4 months).	1,2,3 and 4
Attendance Lead monitoring and first contact	Attendance of PP children is below their peers. Persistent absence (PA) is higher in PP vs Non PP	4
Costs towards visits and extra-curricular sessions subsidised (25% subsidised)	Many PP Pupils do not have access to residential and day trips due to lack of funding. These visits are integral to pupils' learning experiences in order for learning to be 'brought to life'. Residential give pupils an opportunity to be more independent and build relationships with their peers. Physical activity is key for good mental health and many pupils find a new hobby having been given opportunity to try clubs at school.  EEF research indicates that Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional	2, 4 and 5

	activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.	
Music lessons	EEF research shows overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported (+3 months)	2, 4 and 5

**Total budgeted cost: £7,540 (22-23)**

**: £15,095 (23-24)**



## 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 2022 - 2023 academic year.

#### **Key Stage 2**

In Key Stage 2 end of year assessments during 2022-23, 67% of our disadvantaged achieved the expected standard in reading, writing and maths. 100% of our disadvantaged pupils achieved the expected standard in Grammar, punctuation and spelling.

The gap in attainment between disadvantaged and non-disadvantaged in reading was -20% in mathematics and in reading it was -33%. However, in grammar, punctuation and spelling, disadvantaged pupils outperformed non-disadvantaged pupils by +7%.

	% achieving the expected standard		
	<b>Disadvantaged (3)</b>	<b>Non-disadvantaged (15)</b>	<b>Gap</b>
<b>Reading</b>	67%	87%	-20%
<b>Writing</b>	67%	100%	-33%
<b>Maths</b>	67%	100%	-33%
<b>EGPS</b>	100%	93%	+7%

## Key Stage 1

In Key Stage 1 end of year assessments during 2022-23, 100% of our disadvantaged achieved the expected standard in reading and maths. 67% of our disadvantaged pupils achieved the expected standard in reading, writing and maths.

Disadvantaged pupils outperformed non-disadvantaged pupils by 9% in reading. However, there was a gap of 15% in writing. There was no gap in mathematics.

	<b>% achieving the expected standard</b>		
	<b>Disadvantaged (3)</b>	<b>Non-disadvantaged (11)</b>	<b>Gap</b>
<b>Reading</b>	100%	91%	+9%
<b>Writing</b>	67%	82%	-15%
<b>Maths</b>	100%	100%	0%

## Phonics

Despite Little Wandle intervention, one pupil premium pupil did not pass the phonics screener. Further intervention will be given to this pupil next academic year.

	<b>Disadvantaged (1)</b>	<b>Non-disadvantaged (14)</b>
<b>Y1 Phonics pass</b>	0%	86%

One pupil took the phonics re-screening check in Year 2. This pupil passed the phonic screening check. At the end of Year 2, all pupils passed the phonics screening check.

<b>Year 2</b>	<b>Disadvantaged (3)</b>	<b>Non-disadvantaged (11)</b>
<b>Phonics pass</b>	100%	100%

## Attendance

The gap in attendance of disadvantaged vs non-disadvantaged remains at 4%. A number of pupil premium pupils have significant health issues, and thus their attendance has been impacted by medical appointments and illness. Holidays during term time have also had an impact on the disadvantaged persistent absenteeism.

	Academic year 2022 - 2023		
	Disadvantaged	Non-disadvantaged	Gap
<b>Attendance</b>	91.5%	95.4%	-3.9%
<b>Persistent absenteeism (below 90%)</b>	38.5%	9.4%	- 29.1%

## 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
TT Rockstars	
Purple Mash	
MathsWatch	
NumBots	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A

What was the impact of that spending on service pupil premium eligible pupils?	N/A
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## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*