



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	Lindridge ST Lawrence CE VA Primary School
Number of pupils in school	72
Proportion (%) of pupil premium eligible pupils	15
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	Sept 2020
Date on which it will be reviewed	Apr 21, Sept 21, April 2022
Statement authorised by	Head Teacher
Pupil premium lead	Amanda Greenow-Langford
Governor / Trustee lead	Bill Andrewes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,700
Recovery premium funding allocation this academic year	£ 500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£20,200



Part A: Pupil premium strategy plan

Statement of intent

Objectives for disadvantaged pupils.

To ensure disadvantaged pupils receive targeted support in order to catch up on missed learning experiences.

To ensure pupils can fully engage in learning by addressing their social and emotional needs through a whole school focus on well-being.

To ensure pupils receive high-quality language support and development across the school with a particular focus in EYFS.

Challenges

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

Challenge number	Detail of challenge
1	Monitoring from remote learning shows that some children including disadvantaged groups did not engage with learning whilst at home.
2	Post Covid-19 school has seen some regression in the children's social, emotional and behavioural attitudes to school. There is an increased need to target affected children through nurture support.
3	Over the last 3 years school has seen a growing rise in pupils starting school in EYFS or joining the school in other year groups with speech and language issues. Rise in referrals to SALT.

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	Date
Progress in Reading	Achieve positive progress score in KS1/2 Reading	July 22
Progress in Writing	Achieve positive progress score in KS1/2 Reading	July 22
Progress in Mathematics	Achieve positive progress score in KS1/2 Reading	July 22
Phonics	Achieve national average expected standard in phonics screening	July 22



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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of high quality, experienced class teachers and teaching assistants to provide quality first teaching.	Ensuring staff use evidence-based whole-class teaching interventions.	15 children
Class teachers to work with the English lead to deliver effective strategies to support the teaching of reading and purchase good quality texts to support reading to embed teaching for reading across all year groups; at an individual, group and class level.		

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

Budgeted cost: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teach metacognition and self-regulation strategies to aim to help pupils think about their own learning more explicitly, teaching specific strategies for planning, monitoring and evaluating their learning. To give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.	Encouraging wider reading and providing catch-up in core skills in writing – typical area of weakness	15 children
Establish small group reading interventions for disadvantaged pupils falling behind age-related expectations		

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

Budgeted cost: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for whole school staff on Mental Health and Wellbeing, Recovery Curriculum and use of SCARF Resources for PHSE and RSE education.	Improving attendance and readiness to learn for the most disadvantaged pupils	15 children
Purchase of SCARF resources to support social and emotional well-being and positive behaviour and relationship education.		
Support for uniforms, music tuition and trips/activities		

Total budgeted cost: £ 20,000



Part B: Review of outcomes in the previous academic year 2020-2021

Pupil premium strategy outcomes

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

Aim	Outcome
Gaps in learning continued to be filled	<p>NTP used with targeted pupils attended invitation to after school sessions in Maths or English.</p> <p>6 PP children received 15 hours of 1:3 support</p> <p>5/6 children made recognisable progress in English or Maths evidenced in teacher assessments and book trawls.</p>
Improved resilience, better attitudes, engagement with learning and improved attitudes to learning especially in areas of difficulty.	<p>100% of pupils have returned to school with rise in % returning to school as key worker/vulnerable provision.</p> <p>Lock down 3 showed improved attendance of remote learning with 97% of pupils across the school attending every lesson.</p> <p>14/15 of PP pupils are happy to be back in school</p> <p>97% of pupils have shown positive attitudes to work with minimal low-level disruption from identified individuals in KS2.</p> <p>Monitoring carried out by subject leaders is positive in pupil voice.</p> <p>Parent questionnaires are positive towards how school supports pupil's SEMH.</p>
Improved levels of speaking, listening and understanding (further links to mental health and wellbeing)	6/15 children under SALT additional service