



Pupil premium strategy statement

Lindridge St Lawrence CE VA Primary 2023-24

‘Discovering life in all its fullness.’
 ● *Hesed* ● *Hamdah* ● *Honesty* ● *Horizons* ●

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	79
Proportion (%) of pupil premium eligible pupils	37.97%
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	31.12.2023
Date on which it will be reviewed	31.12.2024
Statement authorised by	Head Teacher
Pupil premium lead	Amanda Greenow-Langford
Governor	Hywel Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ £ 26,480
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 2,465
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 28,945

Part A: Pupil premium strategy plan

Statement of intent

We intend that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The approaches we have adopted complement each other to help pupils make at least good progress.

To ensure they are effective we will:

1. act early to intervene at the point the need is identified
2. adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
3. ensure pupils can fully engage in learning by addressing their social and emotional needs through a whole school focus on well-being
4. ensure disadvantaged pupils receive targeted support to catch up on missed learning experiences
5. 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	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with early reading/phonics/reading than their peers.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils
4	Our assessments, observations and discussions with pupils and families indicate that the education and well-being of many of our disadvantaged pupils are affected by the impact of trauma related to family/home circumstances and to a greater extent than for other pupils

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
1. 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
2. Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than the national average of 60% (2023) of disadvantaged pupils met the expected standard in Reading.
3. Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than the national average of 59% (2023) of disadvantaged pupils met the expected standard in Reading.
4. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • an increase in participation in enrichment activities, particularly among disadvantaged pupils

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)

Total Budgeted cost: £ 28,945

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<i>Purchase of and Subscription of validated Phonics Scheme and English Hub</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.	1, 2	£2039.00
<i>Purchase of and Subscription of Nuffield Early Language Intervention</i>	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups.	1,2	£280.00
<i>Mastery Maths Gloucestershire and Worcestershire Maths Hub</i>	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.	3	£0.00
<i>Cost of in school Family Support Worker.</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	4,	£8725.00
<i>Emotional Literacy Support Training [ELSA]</i>	As above	4,	£605.00
<i>Purchase of and Training for Peer Mentoring Programme</i>	As above	4,	£120.00
<i>TISUK Supervisory for LAC/PP Lead TISUK Practitioner</i>	As above	4,	£100

<i>Team Teach Training & Behaviour Audit</i>	As above	4,	£2010.00
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<i>Provision of 1:3 in school led tutoring for Maths and English.</i>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.	1,2,3,	£1185.00
<i>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</i>	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks	1,2	£3391.00
<i>PP/LAC Leader Time</i>		1,2,3,4	£1870

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

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<i>Provision of 1:1 ELSA intervention.</i>	Targeted interventions can have positive overall effects	4	£0.00
<i>Provision of 1:1 Peer Mentoring sessions.</i>	Targeted interventions can have positive overall effects	4	£445.00
<i>Purchase of SCARF Subscription</i>	A whole school approach to health and wellbeing that fulfils all DfE statutory requirements for Relationships and Health Education.	4	£299.00
<i>Mini Medics for all Key stage 2 children to support understanding of improved wellbeing, health and safety.</i>	Universal approaches can have positive overall effects	4	£500.00
<i>Redgate Sports working with PP children in small groups.</i>	To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	4	£1440.00
<i>Tenbury High Ormiston Academy working with PP children in small groups on PE related activities.</i>	To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	4	£240.00
<i>Lindkidz Wraparound Care PP Discount.</i>	To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	4	£2500.00
<i>Music Lessons PP Discount.</i>	To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	4	£1500.00
<i>School Trips PP Discount.</i>	To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	4	£2500.00

Total budgeted cost: £29,749