

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Lyme Community Primary School
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	33.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/2022 2022/2023 <b>2023/2024</b>
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mrs. Jo Roberts (Headteacher)
Pupil premium lead	Mrs. Jo Roberts (Headteacher)
Governor / Trustee lead	Mrs. Sam Morris (Parent Governor)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (£1, 455 per child)	£101, 850 (70 x PP) + £12, 650 (5 x LAC) =£114, 500
Recovery premium funding allocation this academic year (£145 per child)	£10, 875 (70 x PP) + £725 (5 x LAC) = £10, 875
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£125, 375</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A
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# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- To allocate a Teaching Assistant to each Year Group - providing small group work focussed on overcoming gaps in learning.
- To buy into *L'Explore*: a method of assessing reading to ensure targeted provision and support is in place for those pupils who are working below age-related expectations in reading.
- To train a KS1 and KS2 Teaching Assistant to deliver bespoke reading interventions using *Better Reading* and *L'Explore* to accelerate reading progress and attainment.
- Additional teaching and learning opportunities (tutoring) provided before and after school by experienced teachers based on clear individual targets for improvement to close gaps in English and Maths.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support – such as flexible groupings, focused interventions, pre-teaching.
- Robust formative and summative assessment in line with the annually reviewed Assessment for Learning Policy.
- Subsidise payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support through pastoral support and nurture.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Oral language skills and vocabulary</b></p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. Baseline assessment evidence low language skills upon starting in Early Years – below local and national average. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p><b>Reading</b></p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. Phonics screening checks are, year-on-year, in line with the national average however, this does not translate into attainment and progress in reading moving through KS1 into KS2, particularly for our disadvantaged children. This negatively impacts their development as readers.</p>
3	<p><b>Maths</b></p> <p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last 3 years, between 50 - 100% of our disadvantaged pupils arrive below age-related expectations compared to 18 – 86.4% of other pupils. The current Reception cohort has a significant proportion of children a low baseline in maths. This gap remains steady to the end of KS2.</p>
4	<p><b>Gaps in learning</b></p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils – this can be tracked on pastoral logs on CPOMS. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading.</p>
5	<p><b>Social and emotional difficulties</b></p> <p>Our assessments (including wellbeing surveys – pupil and parental), 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.</p>
6	<p><b>Attendance and Punctuality issues</b></p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 0.8%-3.1% lower than for non-disadvantaged pupils.</p>

10-24% of disadvantaged pupils have been 'persistently absent' compared to 1 - 4% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

## 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 oral language skills and vocabulary among disadvantaged pupils.	Achieve national average progress scores in KS2 Reading on an annual basis. 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.
Improved reading progress and attainment among disadvantaged pupils.	Achieve national average progress scores in KS2 Reading. KS2 reading outcomes in 2024/25 show that the attainment gap is closing between disadvantaged pupils and their peers; with more than 75% of disadvantaged pupils meeting the expected standard and that results are <i>at least</i> in line with local and national average. Progress scores reflect the same picture.
Improved writing progress and attainment among disadvantaged pupils.	Achieve national average progress scores in KS2 Writing. KS2 reading outcomes in 2024/25 show that the gap is closing between disadvantaged pupils and their peers; with more than 80% of disadvantaged pupils meeting the expected standard and that results are <i>at least</i> in line with local and national average. Progress scores reflect the same picture.
Improved maths progress and attainment for disadvantaged pupils at the end of KS2.	Achieve national average progress scores in KS2 Maths on an annual basis. KS2 reading outcomes in 2024/25 show that the gap is closing between disadvantaged pupils and their peers; with more than 80% of disadvantaged pupils meeting the expected standard and that results are <i>at least</i> in line with local and national average. Progress scores reflect the same picture.
Improved attainment for high-attaining disadvantaged pupils at the end of KS2.	Achieve national average for greater depth in reading, writing and maths on an annual basis.
To achieve and sustain improved attendance for all	Ensure attendance of disadvantaged pupils is above 96%.

pupils, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in bullying</li> </ul> <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Reduction of red behavioural incidents on CPOMs – time spent in reflection</p> <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in bullying</li> </ul> <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>

## 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: £ 19,469.60 + £4, 100 + £8, 681.25 = £32, 250.85**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review – Autumn 2022	Review – Autumn 2023
<p><i>Purchase of standardised diagnostic assessments.</i></p> <p><i>Training for staff to ensure assessments are interpreted and administered correctly.</i></p> <p><b>Reading diagnostic: (L'Explore) £1, 260</b></p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2, 3, 4	<p><i>Half termly Reading assessments have evidenced the impact of Lexplore and NFER assessments – see data analysis.</i></p>	<p><i>Half termly Reading assessments have evidenced the impact of Lexplore and NFER assessments – see data analysis</i></p> <p><i>Implementation of WellComm to assess S and L in EY and KS1 (Programme and staff delivery Wellcomm -3 x weekly session,</i></p>

				10 minutes per session x 20 weeks TA2- £10.10 per hour x 10 x = <b>£101 per child)</b> <b>TOTAL: approx.. £1, 000</b>
<p>DH teacher to access CPD (NPQ) on mentoring and coaching with a focus on retrieval practice plus developing knowledge, skills and vocabulary.</p> <p>2 x middle leaders to use research from NPQML and NPQSL CPD to develop Science and Maths knowledge, understanding and assessment across school.</p> <p><b>Leadership time cover: £3747.60</b></p> <p>DHT and HT to access Blackpool Research School/EEF CPD – Tiered approach: developing retrieval, reading and marking and feedback priorities.</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>We have looked at the capacity of staff within the school and recognise that we need to support staff to be able to support less experienced members of staff so have identified a new member of staff who will take on and develop this role with the middle management structure.</p>	1, 3, 4	<p><i>DH started to undertake CPD on retrieval from EEF and Blackpool Research School alongside additional evidence-based research. To be shared with staff as part of professional development cycle (Autumn term 1), implemented (Autumn term 2), evaluation of impact (Spring term 1) and repeated. Monitoring and evaluation activities will focus on application from Spring term 1 onwards.</i></p> <p><i>Autumn term 2 onwards -DH – PGDIP in Leadership and Management with focus on developing teams: strategic work on developing coaching across the school.</i></p>	<p>DH (now HT) – nearing completion of PGDIP in Leadership and Management with focus on developing teams: strategic work on developing coaching across the school.</p> <p>Subject Leaders – developed curriculum offer</p> <p>SIP priority – focus of Autumn term teaching observations</p> <p>External coaching CPD for all teaching staff/subject leaders to support development of quality of education / new DH (from January 2024) apprenticeship in coaching</p>
<p>Embedding dialogic across the school curriculum. These can support pupils to articulate key ideas, consoli-</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom</p>	1	<p><i>Autumn 1:</i></p> <p><i>*targeted reading aloud and book discussion on a daily basis</i></p> <p><i>*explicitly extending pupils' spoken</i></p>	<p><i>Purchase of additional reading books to support writing scheme in KS1 and KS2</i></p> <p><i>Tales Toolkit resources to</i></p>



<p>date understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p><b>Subsidies: £1000</b></p>	<p>discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Subsidise wider school experiences to support language development.</p>		<p><i>vocabulary through key learning questions in all non-core subjects and Science</i></p> <p><i>*the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction using Steps to Read</i></p> <p><b>(ADDITIONAL COST: £2,100)</b></p> <p><i>*Metacognition (see above- CPD) and Collaborative learning approaches developing throughout school.</i></p> <p><i>*Subsidies of wider school experiences – due to increase in transport costs, visits into school will be sourced with one visit out per year group, per year)</i></p> <p><b>(ADDITIONAL COST: approximately £2,000)</b></p>	<p><i>support early writing in YR</i></p>
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p><b>Phonics scheme: £3, 500</b></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>	<p><i>Autumn 1: FFT Success for All to be implemented from YR to Y2 – with additional groups across LKS2. Progress assessments each half term.</i></p>	<p><i>See data analysis of positive impact of scheme.</i></p> <p><i>Phonics and Spelling Boosters: 60 sessions x 10 minutes per session –</i></p> <p><b>TA2 £10.10 x 10=£101.00 x 15 weeks</b></p>

				<b>TOTAL: £1, 515</b>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p><b>KABs: £9,750 per annum (*see Sports Premium)</b></p>	<p>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).</p> <p>Weekly KABS sessions for each child from KS1-KS2.</p>	5	<p><i>Autumn 1: Helping Hands Team supporting children with specific interventions based on analysis of need.</i></p> <p><i>KABs - was not providing the effective support needed (value for money). Team-work skills are a focus of the two-hour PE offer delivered on a weekly basis by a specialist Sports Coach.</i></p> <p><i>KABs: - £9,750 per annum (*see Sports Premium)</i></p> <p><i>From Autumn 2: Due to staffing changes, no 1:3 tuition will be taking place. All children identified as needing extra support will be invited to after school tuition.</i></p>	<p><i>Pastoral support timetable based on 6-8 week intervention packages based on baseline assessment</i></p> <p><i>TA2 £10.10 x 12.5 =£126.25 x 33 weeks</i></p> <p><b>TOTAL: £4, 166.25</b></p>

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

Budgeted cost: £ 52, 408 + £2, 000 = £54, 408

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review – Autumn 2022	Review – Autumn 2023
<p>Support in class for all year groups from trained Teaching Assistants and Teachers delivering reading, writing, and maths interventions.</p> <p>TA classroom support for PP (KS1 and 2) = £20,716 L2 TA cost per intervention (x6 week) = £2, 448 <b>= £23,164</b></p> <p><i>Increase in number of children: 33 children to receive catch up provision 30 hours @ £684 per child x 33 <b>=£22, 572 after subsidy</b></i></p> <p><b>Reading Intervention Teaching Assistant = £12, 996 per annum</b></p>	<p>EEF (+4) EEF research shows that intensive tuition in small groups is very effective. (4 months' additional progress) Teachers and TAs focus on giving immediate feedback, and closely matching work to learners' needs.</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. QFT for all and targeted work for PP children. Targeted support using EEF recommended intervention packages to accelerate progress made by PP children: *Reading – new approach – Reading Gems *Accelerated Reading – Reading Recovery work and small group intensive support on key objectives *Write Stuff guided writing – guided/scaffolded QFT of writing</p>	2 ,3, 4	See data analysis.	<p>See data analysis</p> <p>Maths intervention package to be sourced (approx. £2, 000)</p> <p><b>TOTAL: £2, 000</b></p>

	<p>*Maths – mastery approach *Staff CPD – critical thinking, questioning, retrieval and embedding learning put into practice in the classroom</p> <p>Having analysed our cohorts we have identified that the Year 3, 5 and 6 cohorts need support to address gaps in reading. This will be addressed by identification of reading gaps using L'Explore and intervention packages delivered by Reading Teaching Assistant and within classes.</p> <p>Due to Covid we have identified children from each year group who would benefit from small group tuition in English and/or Maths. This will be delivered weekly after school on a 1:3 basis with a member of school's teaching staff.</p>			
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 40, 022

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review – Autumn 2022	Review – Autumn 2023
<p><i>Pastoral Manager and Pastoral Teaching Assistant appointed to work with vulnerable families and improve parental engagement.</i></p> <p><i>Pastoral Manager's role to analyse attendance and contact families regarding low attendance and persistent non-attenders to raise</i></p>	<p>EEF (+3)</p> <p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> <li>• approaches and programmes which aim to develop parental skills</li> <li>• general approaches which encourage parents to support their children with, for example reading or home learning</li> <li>• the involvement of parents in their children's learning activities</li> </ul>	5, 6	<i>Potential EWO SLA - TBC</i>	<i>EWO SLA – see data for impact</i>

<p><i>attendance / punctuality.</i></p> <p><b>Staffing: £21,253 per annum</b></p>	<ul style="list-style-type: none"> <li>• more intensive programmes for families in crisis</li> </ul>			
<p><i>Pastoral Manager and Pastoral Teaching Assistant appointed to support children who are having difficulty accessing learning through behavioural issues to support management of their own behaviour.</i></p> <p><b>Staffing: £21, 253 per annum</b>  <b>1:1 counselling: £840 per annum</b>  <b>KABs: £9,750 per annum (*see Sports Premium)</b></p>	<p>EEF (+4)</p> <p>Meeting children’s emotional needs has an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself (on average 3 to 4 months’ additional progress) Sutton Trust EEF.</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include specialised programmes which are targeted at students with particular social or emotional needs:</p> <ul style="list-style-type: none"> <li>• individual counselling</li> <li>• weekly KABs sessions - therapeutic interventions focusing on self-belief and aspiration with a “can do” attitude for all</li> <li>• SEL interventions</li> </ul> <p>CPD for staff:</p> <ul style="list-style-type: none"> <li>• Additional needs (e.g. ASD strategies)</li> <li>• School refusal (EBSA)</li> <li>• Behaviour (BIT)</li> </ul>	<p>5</p>	<p><i>Autumn 1: Helping Hands Team supporting children with specific interventions based on analysis of need.</i></p> <p><i>KABs - was not providing the effective support needed (value for money). Team-work skills are a focus of the two-hour PE offer delivered on a weekly basis by a specialist Sports Coach.</i></p> <p><i>KABs: - £9,750 per annum (*see Sports Premium)</i></p> <p><i>From Autumn 2: Due to staffing changes, no 1:3 tuition will be taking place. All</i></p>	<p><i>Pastoral support timetable based on 6-8 week intervention packages based on baseline assessment</i></p>

			<i>children identified as needing extra support will be invited to after school tuition.</i>	
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**Total budgeted cost: £125, 680.85**

**Overspend: £305.85**