

Lewannick Community Primary Premium Strategy Statement 2024-25

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

Detail	Data
School name	Lewannick Community Primary
Number of pupils in school (not including Pre-school)	79
Proportion (%) of pupil premium eligible pupils	24%
Academic years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2026
Date this statement was published	September 2024. To be agreed by LGB November 2024
Date on which it will be reviewed	Termly
Statement authorised by	Sally Cook, Maura Furber and Will Hermon (CEO)
Pupil premium lead	Sally Cook
Governor / Trustee lead	Gary Jeffery

Detail	Amount
Pupil premium funding allocation this academic year	19, 240
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£19,240

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Part A

Pupil premium strategy plan

Statement of intent

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, weak and communication skills, lack of confidence, more frequent mental health and behaviour difficulties along with 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 use Pupil Premium funding to effectively target and support disadvantaged pupils, improving their academic outcomes, attendance, and well-being to ensure they achieve the very best they can.
- ✚ 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.
- ✚ To target attendance because every moment matters.

We aim to do this through:

- Ensuring that teaching and learning opportunities are adapted to 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
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

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Achieving these objectives:

The range of provision the Head of School (PPG lead) and 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 fine tuned and inclusive to their needs.
- Maintaining appropriate class sizes thus improving opportunities for effective teaching and accelerating progress.
- To allocate a teaching assistant to each Class - providing 'Catch Up'/Keep Up' through enhanced small group work focussed on overcoming gaps identified in learning.
- Additional teaching and learning opportunities provided through extra-curricular opportunities or external agencies.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Monitoring attendance at extra curricular events/opportunities/clubs.

Pupil premium resources are to be used to targetable children on Free School Meals to achieve Age Related Expectations or above

- Additional learning support- resources for teaching and training for staff.
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour, social and emotional support if needed to enable child to be ready to learn and support others in class.
- Well-being and mental health support available in school and prioritised in the school curriculum. Practical support e.g. Foodbank, clothing .

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

Challenge Number	Details of Challenge
1	To use Pupil Premium funding to effectively target and support disadvantaged pupils improving their academic outcomes - ensuring good or better progress from their starting points.
2	To use Pupil Premium funding to effectively target and support disadvantaged pupils, improving their attendance in line with peers in other groups.
3	To use Pupil Premium funding to effectively target and support disadvantaged pupils, improving their well-being to ensure they achieve the very best they can and ensure inclusivity.
4	To use Pupil Premium funding to effectively target and support disadvantaged pupils to reduce the attainment gap between disadvantaged pupils and non-disadvantaged pupils.

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Intended Outcome	Success Criteria
<p>1. Pupils writing achievement will improve and make good progress resulting in a greater proportion of pupil premium pupils meeting age related expectations progress measures.</p>	<p>Academic Progress in Writing</p> <ul style="list-style-type: none"> • Target: PP pupils will make expected or better progress in writing by the end of the academic year. Measurement: Use termly teacher assessments and standardized writing tests to track progress. Compare the writing progress of PP pupils with that of non-PP pupils. Indicator: Demonstrated progress from baseline assessments to end-of-year assessments, with PP pupils showing progress equal to or exceeding that of their peers. <p>Meeting Age-Related Expectations (ARE)</p> <ul style="list-style-type: none"> • Target: The proportion of PP pupils meeting Age-Related Expectations in writing will increase by at least 10% from the previous academic year. Measurement: End-of-year assessments, moderation processes, and comparison with previous year's data. Indicator: The percentage of PP pupils achieving ARE in writing at key assessment points (e.g., end of KS1, end of KS2) meets or exceeds this target. <p>Pupil and Teacher Feedback.</p> <ul style="list-style-type: none"> • Target: Positive feedback from 90% of PP pupils and their teachers regarding improvements in writing skills and confidence. Measurement: Pupil surveys, teacher evaluations, and qualitative feedback gathered termly. Indicator: Increased pupil confidence in writing, more active engagement in writing tasks, and teacher reports indicating noticeable progress and enthusiasm in writing lessons. <p>Book Scrutiny and Moderation</p> <ul style="list-style-type: none"> • Target: Regular book scrutinies and moderation activities will show that at least 85% of PP pupils demonstrate clear progress in writing across the year. Measurement: Termly book scrutinies by senior leaders and moderation meetings involving class teachers. Indicator: Evidence of consistent writing improvement in pupils' workbooks, with higher quality writing and adherence to age-appropriate writing standards. <p>SATs or National Testing Outcomes</p> <ul style="list-style-type: none"> • Target: PP pupils' writing scores in national tests (e.g., SATs) will improve, with a minimum of 67% meeting or exceeding national expectations. Measurement: Analysis of national test results and comparison with previous years' outcomes. Indicator: A higher proportion of PP pupils achieving the expected standard or above in writing on national assessments.
<p>2. Attendance will improve especially for PP pupils so that attendance is in line or better than national average. There will be no gap between PP and non-PP attendance.</p>	<p>Closing the Attendance Gap</p> <ul style="list-style-type: none"> • Target: The attendance gap between PP pupils and non-PP pupils will be reduced to 0% (i.e., no difference in attendance rates) Measurement: Regular comparison of attendance data for PP and non-PP pupils, analysed termly and at the end of the year. Indicator: By the end of the year, there is no statistically significant difference in attendance rates between PP and non-PP pupils. <p>Reduction in Persistent Absenteeism</p> <ul style="list-style-type: none"> • Target: Persistent absenteeism (attendance below 90%) among PP pupils will decrease by at least 75% from the previous academic year. Measurement: Tracking the number of PP pupils identified as persistent absentees at the start, middle, and end of the academic year. Indicator: A significant reduction in the number of PP pupils categorized as persistent absentees, with rates below the national average for this group. <p>Monitoring and Early Intervention</p>

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	<ul style="list-style-type: none"> • Target: Early identification and intervention for PP pupils with declining attendance, with 100% of at-risk pupils receiving timely support. Measurement: Implementation of a system for flagging at-risk pupils and documenting interventions taken (e.g., meetings, letters, phone calls) Indicator: Rapid response to attendance issues, leading to a halt or reversal in declining attendance trends among PP pupils, and documented evidence of intervention outcomes.
<p>3.To reduce the attainment gap between disadvantaged pupils and non-disadvantaged pupils in core subjects at end of Key stages.</p>	<p><i>Narrowing the Attainment Gap</i></p> <ul style="list-style-type: none"> • Target: The attainment gap between disadvantaged and non-disadvantaged pupils in core subjects will be reduced by the end of the academic year. Measurement: Compare the percentage of disadvantaged pupils meeting Age-Related Expectations (ARE) and achieving Greater Depth (GD) in core subjects with that of non-disadvantaged pupils at the end of each key stage. Indicator: A clear reduction in the attainment gap, with a specific focus on reducing the difference in both ARE and GD outcomes between the two groups. <p><i>Increased Proportion of Disadvantaged Pupils Meeting ARE</i></p> <ul style="list-style-type: none"> • Target: At least 67% of disadvantaged pupils will meet Age-Related Expectations in core subjects by the end of the key stage. Measurement: End-of-year assessments, including SATs or other standardized tests, and teacher assessments. Indicator: A significant increase in the percentage of disadvantaged pupils achieving ARE, closing the gap with non-disadvantaged peers. <p><i>Improved Progress Scores for Disadvantaged Pupils</i></p> <ul style="list-style-type: none"> • Target: Disadvantaged pupils will achieve progress scores in line with or better than national expectations for all pupils. Measurement: Use progress measures (e.g., Value-Added scores) from baseline assessments to end-of-year results to track pupil progress. Indicator: Disadvantaged pupils showing strong progress in core subjects, with progress scores that match or exceed those of non-disadvantaged pupils. <p><i>Targeted Interventions and Support</i></p> <ul style="list-style-type: none"> • Target: 100% of disadvantaged pupils identified as underachieving will receive targeted interventions, with at least 100% of them showing measurable improvement in core subjects. Measurement: Monitor the implementation and impact of targeted interventions, such as small group tuition, one-to-one support, and catch-up programs. Indicator: Clear evidence of academic improvement among pupils receiving interventions, reflected in assessment data and teacher observations. <p><i>Consistent High-Quality Teaching</i></p> <ul style="list-style-type: none"> • Target: All disadvantaged pupils will have access to high-quality teaching in core subjects, as measured by lesson observations and pupil progress data. Measurement: Regular lesson observations, learning walks, and book scrutinies to assess the quality of teaching. Collect pupil progress data to see how effective the teaching strategies are in improving outcomes for disadvantaged pupils. Indicator: Evidence from observations and pupil workbooks that high-quality teaching practices are consistently applied, leading to improved outcomes for disadvantaged pupils. Progress data should show that disadvantaged pupils are achieving at rates comparable to or better than their non-disadvantaged peers. <p><i>Improved Parental Engagement</i></p> <ul style="list-style-type: none"> • Target: Increase the level of parental engagement among the parents of disadvantaged pupils, with at least 67% of parents attending academic progress meetings or workshops. Measurement: Track attendance at parent-teacher meetings, workshops, and other school events focused on academic support. Survey parents to gather feedback on their involvement. Indicator: High levels of parental engagement, with feedback indicating that parents feel informed and equipped to support their children's learning, contributing to narrowing the attainment gap. <p><i>Regular Monitoring and Review</i></p>

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- Target:** Conduct termly reviews of disadvantaged pupils' progress in core subjects, ensuring timely interventions are implemented where necessary.
Measurement: Use assessment data to monitor progress at the end of each term. Adjust interventions and support based on this data. **Indicator:** Regularly updated progress data showing a steady reduction in the attainment gap, with responsive adjustments leading to continuous improvement.

Activity in this academic year. This details how we intend to spend our pupil premium this academic year to address the challenges listed above

Activity	Evidence that supports this approach	Challenge Number
<p>Experienced TAs /HLTA's allocated in all classes to support learning for disadvantaged pupils.</p>	<p>Educational Endowment Foundation (EEF) Research: According to the EEF's Teaching and Learning Toolkit, the effective deployment of TAs can have a positive impact on pupil attainment, particularly when they are used to deliver targeted interventions. The EEF states that TAs, when properly trained and deployed, can improve learning outcomes, especially for disadvantaged pupils. The EEF's research suggests that interventions delivered by TAs that are structured, targeted, and evidence-based can lead to an average of 4 additional months of progress for pupils. Impact on Small Group and One-to-One Support: Studies show that TAs and HLTAs are particularly effective when used to deliver one-to-one or small group interventions, which are essential for addressing the specific needs of disadvantaged pupils. This focused support can lead to substantial improvements in literacy and numeracy skills, critical areas for closing the attainment gap. Practical School-Based Evidence Case Studies: Schools that have strategically placed experienced TAs/HLTAs across year groups often report higher levels of pupil engagement, particularly among disadvantaged students. For example, schools that have implemented targeted literacy and numeracy interventions run by TAs/HLTAs have seen improved attainment levels and narrowed gaps between disadvantaged and non-disadvantaged pupils. Pupil Progress Data: Internal school data often shows that year groups with experienced TAs/HLTAs allocated see a greater proportion of disadvantaged pupils making expected or better-than-expected progress. This data can be used to justify the allocation of TAs/HLTAs, showing tangible benefits in terms of pupil outcomes. Feedback from Teachers and Pupils: Teacher feedback typically highlights the value of having experienced TAs/HLTAs in supporting classroom differentiation, behaviour management, and delivering interventions. Pupils often report feeling more supported and confident in their learning when TAs/HLTAs are present, contributing to a positive learning environment. Implementation of Targeted Interventions Structured Interventions: Experienced TAs and HLTAs are effective in delivering structured interventions, such as phonics boosters, and math catch-up sessions. The success of these programs is often dependent on the skill and experience of the staff delivering them, which is why allocating experienced TAs/HLTAs is critical. Tailored Support: Experienced TAs/HLTAs can provide tailored support that addresses the specific learning needs of disadvantaged pupils. This personalized approach is key to overcoming barriers to learning, which are often more pronounced in disadvantaged students.</p>	<p>1 & 3</p>

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Professional Development and Expertise

Training and Development: TAs/HLTAs with extensive experience often have additional training in areas such as special educational needs (SEN), behaviour management, and specific literacy or numeracy programs. Their expertise allows them to provide high-quality support that directly benefits disadvantaged pupils.

Consistency and Stability: Experienced TAs/HLTAs provide consistency and stability across year groups, which is particularly important for disadvantaged pupils who may face additional challenges outside of school. Their presence can help create a more stable and supportive learning environment, which is conducive to academic success.

Part B:

Review of outcomes in the previous academic year

Pupil premium strategy outcomes.

This details the impact that our PP activity had on pupils in the 2023-2024 academic year. Assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

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

- Free entry to breakfast/after-school clubs.
- Support financially for residentials.
- Specialist music teacher delivering teaching and learning to all children

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Disadvantaged pupils	PP grant per pupil rate
Pupils in year groups reception to year 6 recorded as FSM Ever 6	£1,480
Pupils in years 7 to 11 recorded as FSM Ever 6	£1,050
Looked-after children (LAC)	£2,570
Previously looked-after children (PLAC)	£2,570
Service children	SPP per pupil rate
Eligible service children in year groups reception to year 11	£340