

Pupil Premium strategy statement



Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Lydford Primary School
Number of pupils in school	35
Proportion (%) of pupil premium eligible pupils	8.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	1/12/2021
Date on which it will be reviewed	1/12/2022
Statement authorised by	Adam Hill
Pupil premium lead	Adam Hill
Governor / Trustee lead	Bridget Down

Pupil Premium strategy statement



Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5380
Recovery premium funding allocation this academic year	£2000
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	£7380

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 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

Pupil Premium strategy statement



Challenges

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

Challenge number	Detail of challenge
1	There are several children with social and emotional challenges which leads to difficulties in forming positive relationships.
2	Assessments and work examples have shown vocabulary and language is weaker amongst our vulnerable pupils.
3	<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. 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 maths.</p>
4	Our assessments observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment and oracy.

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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none">• qualitative data from student voice, student and parent surveys and teacher observations

Pupil Premium strategy statement



	<ul style="list-style-type: none"> • an overall rise in attainment <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>
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.
Improved positive relationships between disadvantaged pupils and their peers	Positive relationships are improved with demonstrable impact upon children's wellbeing.
Improve outcomes for early reading and phonics.	Children positively engaging with Early Reading and Phonics scheme and high quality teaching to provide best possible start to reading education.

Pupil Premium strategy statement

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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access</p>	<p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>3</p>

Pupil Premium strategy statement

Maths Hub resources and CPD		
<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>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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	1,4

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop speech and language interventions using Speechlink and Languagelink	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	2
Develop social and emotional interventions to support pupil wellbeing and promoting positive relationships.	<p>Social and emotional interventions can have a positive impact on pupil's wellbeing and relationships. Social and emotional skills are essential for children's development and education:</p>	1,4

Pupil Premium strategy statement



[Improving Social and Emotional Learning in Primary Schools | EEF \(educationendowmentfoundation.org.uk\)](#)

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

Budgeted cost: £1380

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop enrichment opportunities for all children including access to the arts, music and sport.	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1,4
Develop positive personal learning behaviour strategies for pupils	Positive learning behaviours promote positive outcomes for all children: Learning behaviours EEF (educationendowmentfoundation.org.uk)	2

Total budgeted cost: £ 5380

Pupil Premium strategy statement



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 2020 to 2021 academic year.

Review of expenditure for 2020/21

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Review / Lessons learned (and whether you will continue with this approach)	Cost
Children's attainment and progress is recorded and monitored on the school's Assessment Tracking system and informs planning. Children make at least expected progress relative to	The assessment tracking system is being used effectively by staff to inform planning including catch-up and pre-teach sessions. All children are receiving teaching and	Impact hard to measure due to school closures and no formal assessments in 2019/20 and 2020/21 academic years. May disadvantaged children were able to attend school during the closures. Current data shows gap between disadvantaged children and their peers has not narrowed, but this is also adversely affected by lockdown experiences.	Continue with approach in order to ensure that disadvantaged children remain a focus for all teaching staff and that teaching, questioning and detailed feedback is directed towards them.	£90

Pupil Premium strategy statement

<p>their starting points and achieve at least in line with national age related expectations.</p> <p>The school is using the Soft Measures Tracker and updating it ½ termly</p>	<p>learning on a daily basis that is at least good.</p> <p>To use the Soft Measures Tracker to record expenditure of PPG and measure the impact across the academic year</p>			
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Review / Lessons learned (and whether you will continue with this approach)	Cost
<p>Children with delayed speech and language development make rapid and sustained progress to meet age related expectations.</p> <p>Children not on track in Reading to make rapid and sustained progress</p>	<p>Phonics programme intervention.</p> <p>Reading comprehension strategies, such as Guided Groups</p>	<p>Impact hard to measure due to school closures and no formal assessments in 2019/20 and 2020/21 academic years.</p> <p>May disadvantaged children were able to attend school during the closures.</p> <p>Current data shows gap between disadvantaged children and their peers has not narrowed, but this is also adversely affected by lockdown experiences.</p>	<p>Continue with approach in order to ensure that disadvantaged children remain a focus for all teaching staff and that teaching, questioning and detailed feedback is directed towards them.</p>	<p>£1690</p>

Pupil Premium strategy statement

to meet age related expectations.	and Reciprocal Reading . Pre-teach sessions. Catch-up sessions.			
Children not on track in Writing to make rapid and sustained progress to meet age related expectations.	Writing strategy sessions, such as Guided Groups, handwriting and EGaPS. Pre-teach sessions. Catch-up sessions.			
Children not on track in Maths to make rapid and sustained progress to meet age related expectations.	Maths strategy sessions, such as Guided Groups, reasoning and arithmetic. Pre-teach sessions. Catch-up sessions.			
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Review / Lessons learned (and whether you will continue with this approach)	Cost

Pupil Premium strategy statement

<p>Systems of communication and collaboration between home and school are having a positive impact on children's achievement, both academically and on the soft measures tracker.</p> <p>Support and interventions are put in place to ensure that the needs of children with social and emotional issues are met.</p> <p>All children have access to a broad and enriched curriculum irrespective of the socio-economic background</p>	<p>Enhanced parental consultations.</p> <p>THRIVE style interventions.</p> <p>Use of PP funding to pay for enrichment activities</p>	<p>Impact hard to measure due to school closures and no formal assessments in 2019/20 and 2020/21 academic years.</p> <p>May disadvantaged children were able to attend school during the closures.</p> <p>Enhanced parental consultations were possible through TEAMS and other online platforms.</p> <p>Enrichment activities were severely hampered by national restrictions and school guidance.</p> <p>Current data shows gap between disadvantaged children and their peers has not narrowed, but this is also adversely affected by lockdown experiences.</p>	<p>Continue with approach in order to ensure that disadvantaged children remain a focus for all teaching staff and that teaching, questioning and detailed feedback is directed towards them.</p> <p>Enrichment should be prioritised to ensure cultural capital is built.</p>	<p>£1000</p>
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Pupil Premium strategy statement



Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your 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 purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Charanga	Charanga

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

Pupil Premium strategy statement



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.