

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 | 37 |
| Proportion (%) of pupil premium eligible pupils | 5.4% |
| 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 | 1/12/2022 |
| Date on which it will be reviewed | 1/12/2023 |
| Statement authorised by | Adam Hill |
| Pupil premium lead | Adam Hill |
| Governor / Trustee lead | Richard Hollingsworth |

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Funding overview

| Detail | Amount |
|---|--------|
| Pupil premium funding allocation this academic year | £4155 |
| 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 | £6155 |

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

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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 |

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| | <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. |

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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> | 2 |
| <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> | 3 |

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| 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 DMAT SALT service | <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 |

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

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

Budgeted cost: £2155

| 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: £ 6155

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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 2021 to 2022 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 |
|--|--|--|---|------|
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. Improved oral language skills and vocabulary among | Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. | Wellbeing for all pupils was a significant priority following covid lockdowns. Following return in January, children were given opportunity to express through the use of SCARF curriculum. Children have become more able to discuss wellbeing and feelings. Children report feeling safe and happy at school. | SCARF curriculum working well. Focus of targeted support for individuals, especially around EHCP and Anxiety. | £100 |
| | | A focus on a language rich curriculum has built capacity in communication skills through all year groups. Children are | Tiered language is working well. Daily conversational vocabulary needs improving long term. Speech and language supported needed from EYFS up. | £200 |

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| disadvantaged pupils. Improve outcomes for early reading and phonics. | Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Improve the quality of social and emotional (SEL) learning. Embed new phonics programme | more able to articulate their learning and conversation A large investment in Read Write Inc phonics package – materials and training. Progress in phonics has been rapid for all children. | Continue training and delivery of phonics skills. | £1700 |
| 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 |
| Improved oral language skills and vocabulary among disadvantaged pupils. | Develop speech and language interventions using Speechlink and LanguageLink | Speech and language has been slow to be impactful following a change of strategy. Investment in a Trust SALT will provide results quickly from here on. | New speech therapist needs referring to and support gained | £1500 |

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| Improved positive relationships between disadvantaged pupils and their peers To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Develop social and emotional interventions to support pupil wellbeing and promoting positive relationships. | Relationships between pupils continues to improve with directed teaching strategies and coaching. The use of social stories has been impactful. Social interventions, such as Lego Therapy, have been particularly impactful. | Staffing for interventions continues to be a challenge, dedicate time and budget to this. | £500 |
| 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 |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. Improve outcomes for early reading and phonics. | Develop enrichment opportunities for all children including access to the arts, music and sport. Develop positive personal learning behaviour strategies for pupils | Children have had a strong calendar of enrichment activities which have served to build their cultural capital and life experiences. Reviewing the impact needs to be more robust. Children’s learning behaviours are positive and have improved through quality first teaching. | Ensure review of impact is robust | £1380 |

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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 |
|------------------|-----------------|
| Read Write Inc | Ruth Miskin |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|----------------|----------------|
|----------------|----------------|

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|--|-----|
| 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 |

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.