

# Pupil premium strategy statement

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	Lightwoods Primary Academy
Number of pupils in school	380
Proportion (%) of pupil premium eligible pupils	13% (50 pupils)
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mr R Matthews
Pupil premium lead	Mrs W Jackson
Governor / Trustee lead	Elizabeth Warwick

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 41,157
Recovery premium funding allocation this academic year	£5,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 46, 157

# Part A: Pupil premium strategy plan

## Statement of intent

At Lightwoods, we are ambitious for all pupils, and we strongly believe in removing barriers to learning. When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced, alongside research into what works across a range of contexts. We use this funding to support spending which benefits eligible children within their cohorts, rather than creating individual budgets for each child. This spending significantly enhances our capacity to support children with barriers to their learning.

Our pupils in receipt of the Pupil Premium Funding face specific barriers to achievement and we are determined to support our children to overcome as many of these as possible. 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”.

In response to the complex picture of need, we will adopt a tiered approach to ensure that provision for children removes as many barriers as possible for each child. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

## Challenges

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

Challenge number	Detail of challenge
1	Improving the proportion of excellent Teaching
2	Attainment – disruption to school life due to COVID. Key Year groups, and subject areas identified
3	Pastoral – disruption of structures and routines for children
4	Attendance - poor attendance and lateness for a small number of pupil premium children.

## 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
All children receive highly effective teaching.	The proportion of excellent teaching is increasing. Ensure that an effective teacher is in front of every class and every teacher is supported to keep improving.
Disadvantaged pupils make accelerated progress and there is improved attainment in Reading, Writing and Maths from Year 1 - 6	Pupil tracking shows attainment gaps are narrowing Statutory assessments across school show improved outcomes for disadvantaged children
Pupil premium children in year 1 and 2 make accelerated progress with Reading.	Non-complex pupil premium children in year 1 and 2 pass their phonics screening test.
The ongoing impact of disruption to education for disadvantaged pupils will be minimised.	Routines, structures and teaching adjustments will be made to curriculum teaching and experiences to ensure children make progress.
Overall attendance will improve for a small amount of pupil premium children.	Attendance of pupil premium children will be in line with the rest of the school.

## 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: £ 18,044

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly Teacher coaching sessions  Facilitated Peer observations focussed on  PDMs focussed on Teaching and Learning  Teaching and Learning Lead to join PPA and support planning and teaching	<a href="#">Using pupil premium   EEF (educationendowmentfoundation.org.uk)</a> Tiered approach – ensuring good teaching across <a href="#">Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk)</a> Improving teaching raises outcomes for all, but is disproportionately beneficial for the most disadvantaged.	1
Purchase writing materials and handwriting scheme to support automaticity and stamina in writing.  Adopt a writing approach which develops a number of strategies	<a href="#">EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf (d2tic4wvo1iusb.cloudfront.net)</a> Develop transcription skills through extensive practice. Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills. Monitor pupils' handwriting to ensure accurate letter formation habits, providing effective feedback to promote efficient and fluent handwriting.  Teaching Writing through modelling and supported practice	2

Assessment	Use high quality assessment and diagnosis to target and adapt teaching to pupils' needs. Rapid provision of support is important, but it is critical to ensure it is the right support.	2
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 14,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention. This will be overseen by the SENCo, ensuring children who require the support are identified and targeted fairly and transparently. Teaching Assistants and catch-up tutor will be used to maximise impact and to ensure that there is consistency of approach and that intervention is high quality.  EYFS Home Learning Bags School Led National Tutoring Programme	<a href="#">Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk)</a>  The EEF toolkit suggests that targeted interventions matched to specific pupils with particular needs or behaviour issues can be effective, especially for older pupils. 'EEF research guidance: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a> '  'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.'	2
Small group Maths tutoring weekly with specialist Maths tutor focusing on 4 operations.	<a href="#">Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk)</a>  Positive parental and pupil voice recorded. Increased pupil confidence in lessons and increased resilience to tackle maths problems applying 4 operations.  In school assessment tracker demonstrating progress.	2
To analyse summative assessment data and identify the children who require catch up and more targeted intervention.  Closely monitored by Catchup Lead  Pupil progress meetings termly Regular monitoring of targeted interventions	<a href="#">2. Targeted academic support   EEF (educationendowmentfoundation.org.uk)</a>  'These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.'	2

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

Budgeted cost: £ 18,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Attendance for disadvantaged pupils will be better than or similar to that of peers.</p> <p>School will continue to follow the attendance policy and work with the Trust and external agencies such as Early Help, Inclusion Support and the school nurse to support with school attendance.</p> <p>Attendance meetings will be held with a designated member of staff.</p> <p>Referral to Early Help and Trust Pathways may be made in order to offer further support.</p> <p>Appointment of a learning mentor</p>	<p>EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health. <a href="https://educationendowmentfoundation.org.uk">3. Wider strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2012-to-2013">Absence and attainment at key stages 2 and 4: 2012 to 2013 - GOV.UK (www.gov.uk)</a></p> <p>'In general, the higher the percentage of sessions missed across the key stage, the lower the likely level of attainment at the end of KS2. In particular, pupils with no absence are 1.6 times more likely to achieve level 4 or above, and 4.7 times more likely to achieve level 5 or above, than pupils that missed 15-20 per cent of all sessions.'</p>	4
<p>Disadvantaged children will be able to participate in enrichment and enhancement opportunities.</p> <p>Children will be able to attend one after school club funded by pupil premium</p> <p>Pupil premium children will be encouraged to join the school councils and clubs such as choir within school.</p>		2
<p>Additional support:</p> <p>Family support from DHT / Learning mentor – early help/school nurse referrals when needed.</p> <p>Support with funding of trips and Residential</p> <p>Purchase of uniform</p> <p>Support to purchase a musical instrument/lessons.</p>	<p>EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health. <a href="https://educationendowmentfoundation.org.uk">3. Wider strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	2

**Total budgeted cost: £ 50,124**

## 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.

July 2021												
March-August 2020 -National school closure												
January -March 2021 – National school closure												
Attainment at the end of July 2021.												
<table border="1"><thead><tr><th>Year 1 (5 children)</th><th>Pupil premium</th><th>All Children</th></tr></thead><tbody><tr><td>Reading</td><td>40%</td><td>69%</td></tr><tr><td>Writing</td><td>40%</td><td>59%</td></tr><tr><td>Maths</td><td>40%</td><td>71%</td></tr></tbody></table>	Year 1 (5 children)	Pupil premium	All Children	Reading	40%	69%	Writing	40%	59%	Maths	40%	71%
Year 1 (5 children)	Pupil premium	All Children										
Reading	40%	69%										
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<table border="1"><thead><tr><th>Year 2 (4 children)</th><th>Pupil premium</th><th>All Children</th></tr></thead><tbody><tr><td>Reading</td><td>50%</td><td>80%</td></tr><tr><td>Writing</td><td>50%</td><td>79%</td></tr><tr><td>Maths</td><td>50%</td><td>79%</td></tr></tbody></table>	Year 2 (4 children)	Pupil premium	All Children	Reading	50%	80%	Writing	50%	79%	Maths	50%	79%
Year 2 (4 children)	Pupil premium	All Children										
Reading	50%	80%										
Writing	50%	79%										
Maths	50%	79%										
<table border="1"><thead><tr><th>Year 3 (8 children)</th><th>Pupil premium</th><th>All Children</th></tr></thead><tbody><tr><td>Reading</td><td>25%</td><td>83%</td></tr><tr><td>Writing</td><td>25%</td><td>73%</td></tr><tr><td>Maths</td><td>25%</td><td>82%</td></tr></tbody></table>	Year 3 (8 children)	Pupil premium	All Children	Reading	25%	83%	Writing	25%	73%	Maths	25%	82%
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Writing	18%	63%	
Maths	27%	76%	

Year 5 (2 children)	Pupil premium	All Children
Reading	50%	71%
Writing	50%	61%
Maths	50%	79%

Year 6 (5 children)	Pupil premium	All Children
Reading	80%	93%
Writing	40%	80%
Maths	40%	80%

Attainment in reading, writing and maths is lower for pupil premium children than their peers from year 1-6.