

Laughton Community Primary School Pupil Premium Strategy and Report

September 2022

Strategy

The Pupil Premium is funding provided to schools which is additional to main school funding. It is allocated according to the number of pupils on-roll who are eligible for free school meals (FSM), a smaller amount allocated according to the number of children of service families, and an allocation for each pupil who has been 'Looked After' (in care) for 6 months or more. In 2012, funding was extended to include pupils who have been eligible for free school meals within the past 6 years.

It is for schools to decide how the Pupil Premium is spent, as they are best placed to assess what additional provision should be made for the individual pupils. However, schools are accountable for how they have use this additional funding to support pupils from low-income families. From September 2012, schools have had to publish this information on the school website. Please see below for information regarding how the pupil premium was spent in the last financial year and the impact of this funding on pupils achievement at school. The Department of Education has created a document [Pupil Premium - what you need to know](#) which expands on the purpose of the pupil premium and the key facts.

At Laughton C P School we have high aspirations for all our children and believe that no child should be left behind. We aim to develop a thirst for knowledge, a commitment to learning and to give every child in our school every chance in life.

We are a small rural school of 97 pupils (September 2022) and for the year 2021-22 approximately 10% of our pupils were in receipt of the Pupil Premium Grant. This is well below national average.

Although our pupil premium funding is not a major proportion of our budget, it is a significant amount of money and we are determined to ensure that it is used to its best effect. With this in mind we research the best ways to use this grant and have generally focused on interventions which have been shown to have particular impact e.g. work of the Sutton Trust.

Barriers to Learning

When making decisions about using the grant we look at common barriers to learning such as support at home, language and communication skills, social and emotional aspects of learning including confidence, attendance and punctuality issues. Complex family situations may sometimes prevent children from flourishing and can present as another significant barrier to learning.

Our main objective in deciding how to use the Pupil Premium is to ensure that the gap between groups of pupils is narrowed and we aim to ensure that targeted interventions help remove barriers to learning and progress.

Key Principles

Building belief and a “can do” attitude

- Staff believe that all children can succeed.
- We celebrate individual strengths and have high expectations for all children.
- The school community works hard to develop resilience and perseverance in all our children.

Data Analysis

- Children’s progress is analysed termly. Plans and strategies are reviewed following that analysis to ensure the best possible outcomes for all children.
- We use current research (Sutton Trust Toolkit, Educational Endowment Fund) to support us in planning strategies that will be the most effective in improving outcomes.

Pupil Identification

- All staff are aware of Pupil Premium children and other vulnerable groups across the school.
- All Pupil Premium children benefit from the funding. The school responds flexibly to the needs of individual children.

Day to Day teaching

- All staff have high expectations.
- Staff follow a robust system of feedback and assessment.
- We aim to maximise teaching time by improving attendance and punctuality.
- We identify barriers to learning and provide early intervention.

How do we spend our Pupil Premium Funding?

- The school employs qualified and experienced teachers to teach children individually and in small groups, working on focus targets to boost attainment.
- Funding for **enrichment activities**. E.g. after-school clubs, subsidised trips for individual children. Our school values life experiences and our staff and parents appreciate how much the children gain from extra-curricular activities etc.
- Additional **individual or small group tuition** programmes tailored individually for those children who need a boost to their learning, eg small group reading, writing or maths tuition.
- **TA support** for 1:1 work or small groups in maths and literacy.

Who is it spent on?

- Pupil Premium (PP) pupils who are under-achieving.
- PP and other vulnerable group pupils who are in danger of underachieving.
- PP and other vulnerable group pupils for whom low attendance is an issue.
- PP pupils who are achieving well and need to be extended and challenged.

Medium Term Analysis of Impact

- The impact of Pupil Premium provision is reviewed termly.
- Analysis of each child's progress and achievement is made termly using the school's tracking system and progress and provision mapping meetings which measure impact and outcomes with both teachers and leadership team.

Our PP Report and Strategy are updated regularly and reviewed annually. The next review will be in September 2023.

More information is available on the Department for Education website

<https://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings>

Report

A review of support and spending for the school year 2021-22 and a look ahead to 2022-23

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| Total number of pupils on school roll 2022-23 | 97 (September 2022) |
| Total number of pupils eligible for Pupil Premium Grant (PPG): | 8 |
| Amount of PPG received per pupil: | £1, 345 for Pupil Premium; £2, 345 for CLA |
| Total Pupil Premium Grant for the financial year April 2021 – March 2022: | £14,450 |
| Total PPG expected for the financial year April 2022 – March 2023: | £14,875 |
| Total amount of PPG received school year September 2021 – July 2022: | £14,627 |
| Total amount of PPG expected school year Sept 2022- July 2023: | £14,875 |

Summary of PP spending 2021/22

Aims and objectives in spending PP:

Accelerate attainment and achievement in core subjects of pupils in receipt of PP.

Secure basic skills in Reading – including Phonics - Writing and Maths.

Provide enriching experiences and enhance the self-esteem and resilience of all pupils.

Improve attendance and punctuality of pupils in receipt of PP

Support all pupils who may face challenges with attachment, anxiety and emotional development

Review of projects and spending for September 2021– July 2022

| Chosen action or approach | Cost | Evidence/ rationale for choice- Sutton Trust? | Desired outcome | How impact is to be measured | Impact of expenditure (end of school year) | Monitoring and review |
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| Ongoing CPD for staff for Thrive, membership and licences, resources etc. | £600 | The Sutton Trust PPG toolkit suggests that interventions like Thrive generally improve emotional outcomes, but that interventions are most effective at raising attainment when they are embedded into the day to day life of the school and supported by professional development and training for staff. | All staff have a collective understanding of pupil needs and understanding of challenges faced by pupils across the school | Thrive is on-going at our school. Training is completed and resources audited regularly and improved. Individual profiling has been regularly monitored to show impact on behaviour and attitudes | <p>Thrive practitioners have up to date training to support children and families.</p> <p>Thrive strategies have been implemented to support learning and build pupils confidence and self esteem whilst providing knowledge for individual progression.</p> <p>Positive feedback from families.</p> <p>Attendance improved for some PP children who accessed weekly Thrive sessions.</p> | <p>Monitored through school data and by observing regular Thrive activities in school.</p> <p>Thrive strategies continue to support identified children with transition in school and any changes at home.</p> <p>Weekly session with relevant feedback to class teacher.</p> |
| Identifying accurate baselines for children to help measure progress. With TA | £2800 | Support to recognise small step achievement in attainment to identify progress in reading, phonics, spelling, and target areas to address. | Checking of phonics and reading to show accelerated progress of students receiving PP. | Data analysis from term 2 baseline in phonics and reading. | Accurate assessments informed provision and next steps. These were carried out by class | Purchase of Pearson and toe by toe assessment to measure chronological ages versus reading and comprehension ages. |

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| | | | | | <p>support staff and class teacher.</p> <p>Children made progress from baselines. Evidenced in pupil progress meetings and impact of intervention on provision maps.</p> | <p>Assessment timetable in place.</p> |
| <p>Creation of a Pupil Premium champion role to support staff, children and parents in accelerating progress and improved access to learning.</p> | <p>£2800</p> | <p>Whole school raised profile in monitoring and addressing the learning needs of PP children. Regular timetabled review points taking into account teacher, child, and parent views and agreeing next steps.</p> | <p>Detailed analysis of how funding has been spent and the impact it has had on the individual child.</p> | <p>Data analysis in attainment, attendance and extracurricular activities.</p> | <p>Positive relationship developed with parents who actively seek support from pupil premium champion. Parents are aware what support is available through meetings and regular communication.</p> <p>50% improvement in attendance.</p> | <p>Monitoring of attendance to be continued and meetings held to discuss support and strategies to improve attendance and punctuality of PP children.</p> <p>Regular communication and meetings with parents.</p> <p>Monitoring school data of individual progress in learning.</p> <p>Monitoring attendance of PP children and highlighting concerns.</p> <p>Listening to individual needs through pupil voice.</p> |
| <p>1:1 and small group sessions with TA for focused children</p> | <p>£2800</p> | <p>Children have the opportunity to work closely with an adult on focused targets to</p> | <p>Good progress towards targets in reading writing and</p> | <p>Regular assessment and review at termly</p> | <p>Termly review of progress evidenced in provision maps highlighting impact</p> | <p>APDORS are kept under constant review.</p> |

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| | | develop their thinking, taking their learning forwards and evaluating what works best for them. Evidenced by data from Sutton Trust tool kit. | maths and engagement in all curriculum areas. | Pupil Progress Meetings. Evidence recorded by TA in support log. | of additional support. | Termly meetings with parents. Monitored through intervention and small group sessions. TA providing support to specific children in class. |
| HLTA and TA 3 supporting classes to release teacher for 1:1 and small group support x 2 afternoons per week | £1700 | Children will benefit from highly structured small group sessions with a teacher, focusing on identified area for development in literacy and maths. Sutton Trust tool kit. | Good progress towards targets in all key curriculum areas. | Formal assessment. Records show that children are making progress in their learning and in class they show increasing confidence and independence. | Progress made from starting points for identified children who were severely impacted from the COVID pandemic. | Class teacher planned and monitored delivery for HLTA and TA3 for release time. Class teacher used prior knowledge of what the children had learnt in lessons to build upon in small group work, next steps and when pre teaching skills. |
| ICT resources, training, hardware | £1,200 £500 | ICT to support all areas of literacy and number development. | All children have access to ICT at school and during any school closure. Children make good progress with core skills. | All children are able to access all computer based literacy and number activities to support and enhance learning. | All children have access to IT at school to support with learning. Increased use of Clicker 8 as a tool for writing. Whole school adopted Teach Computing scheme of work to ensure consistency and progression of | Purchase of additional laptops and logins for educational software programmes to support pupils' specific areas of need. Enabling more children to access IT as a learning tool and to engage them in focused learning tasks. |

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| | | | | | <p>knowledge and skills.</p> <p>IT interventions are well established and impacting on Pupil Progress e.g. Dynamo Maths – specific programmes for children based on regular assessments. These children have developed confidence in mental recall of number facts.</p> | |
| External Agencies | £1,500 | Experienced knowledge of professionals to give accurate diagnosis and assessments on children identified with specific needs. | The school has expert advice to best support individual children and their individual barriers to learning. | Strategies are in place to support the learning and well-being of focus children. SMART targets are identified following support and advice from external agencies | <p>Visits from ESBAS to support families who experience difficulty coming into school has led to improved understanding of need.</p> <p>Support for individual students put in place to access learning and improve attendance impacted on their improved attendance.</p> | <p>Meetings for specific pupils and support for children to access education through external agency advice.</p> <p>Monitoring of attendance for identified children.</p> <p>Regular communication with parents regarding attendance and punctuality.</p> |

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| | | | | | Purchase of educational psychologist advice has supported staff in strategies to use in class. | |
| Uniform, fruit, milk | £100 | <p>All children can wear their school uniform with pride.</p> <p>All children have access to fresh fruit and milk on a daily basis.</p> | Children able to access provisions in line with other pupils. | All children have correct uniform | <p>The purchase of uniform was not required during 2021-2022, but the allocated funding was redirected to other areas of PPG funding which was higher than the funding we expected to receive.</p> <p>Breakfast items, fresh fruit, and milk offered on a daily basis to identified children enabled equality and access.</p> | <p>Regular meetings and discussion between parents and school via PP champion to identify areas of need.</p> <p>Food purchased on a weekly basis to support any missed meals which was communicated with parents.</p> |
| Swimming | £400 | <p>All children have the opportunity to develop swimming skills and to feel safe when near water.</p> <p>Those who don't meet standards to be given the opportunity to attend the next round of swimming lessons.</p> | Children recognise their own development and achievements are celebrated. | All children can swim at least 25 meters before they leave primary school. | All children successfully met the end of KS2 swimming objectives. | Weekly feedback between swimming coaches and staff. Assessment papers given to school to demonstrate which children achieved the swimming standards required. |

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| <p>Enrichment Clubs, Music lessons, trips and visits</p> | <p>£2150</p> | <p>All children are able to attend and enjoy enriching and fun activities such as residential trips/ school trips/bike ability and are able to participate in after school clubs etc. Subsidies offered to outside agency run clubs and other enrichment activities e.g. music lessons to enable equal access to opportunities.</p> <p>We want to make sure that all pupils are participating in all activities on offer at school. Increased confidence, social skills and self-esteem Positive impact on pupil progress Positive impact on attendance Feeling part of school community</p> | <p>Children attend clubs, enjoy enriching and fun activities. All children who are eligible for pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement.</p> | <p>Attendance register at clubs and school trips.</p> <p>Pupil voice on impact of these experiences on their self-esteem and enjoyment of school.</p> | <p>Positive pupil voice from all those who took up the opportunity.</p> <p>Increased self-esteem evidenced in performances at school.</p> | <p>Regular meetings and discussion between parents and school via PP champion to identify areas of need.</p> <p>Discussions with providers and staff on pupil progress.</p> <p>Regular review of progress between provider and parents.</p> |
| <p>Total spend projected:</p> | <p>£16550</p> | <p>Additional comments: Our spending exceeded the expected PP amount for September 2021-July 2022. The school will be contributing the remaining amount to meet PP objectives.</p> | | | | |

Overview of projected PP spending 2022/23 - £14875

Aims and objectives in spending PP:

Close the gap in attainment and achievement in core subjects of pupils in receipt of PP against non PP.

Secure basic skills in Reading – including Phonics - Writing and Maths.

Provide equal access to enriching experiences and enhance the self-esteem and resilience of all pupils.

Improve attendance and punctuality of pupils in receipt of PP

Support all pupils who may face challenges with attachment, anxiety and emotional development

Projected projects and spending for September 2022 – July 2023

| Chosen action or approach | Cost | Evidence/ rationale for choice- Sutton Trust? | Desired outcome | How impact is to be measured | Impact of expenditure (end of school year) | Monitoring and review |
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| Ongoing CPD for staff for Thrive, membership and licences, resources etc. | £600 | The Sutton Trust PPG toolkit suggests that interventions like Thrive generally improve emotional outcomes, but that interventions are most effective at raising attainment when they are embedded into the day to day life of the school and supported by professional development and training for staff. | All staff have a collective understanding of pupil needs and understanding of challenges faced by pupils across the school | Thrive is on-going at our school. Training is completed and resources audited regularly and improved. Individual profiling has been regularly monitored to show impact on behaviour and attitudes. All staff attended a training session by Fin O'Regan on understanding and Supporting Neurodiversity and Neurodivergence. | | |
| Role of Pupil Premium champion to support staff, children and parents in accelerating progress and improved access to learning. | £2800 | Whole school raised profile in monitoring and addressing the learning needs of PP children. Regular timetabled review points taking into account teacher, child, and parent views and agreeing next steps. | Detailed analysis of how funding has been spent and the impact it has had on the individual child. | Data analysis in attainment, attendance and extracurricular activities. Meetings with families to offer guidance and support. | | |

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| I:1 and small group sessions with TA for focused children | £2800 | Children have the opportunity to work closely with an adult on focused targets to develop their thinking, taking their learning forwards and evaluating what works best for them. Evidenced by data from Sutton Trust tool kit. | Good progress towards targets in reading writing and maths and engagement in all curriculum areas. | Regular assessment and review at termly Pupil Progress Meetings. Evidence recorded by TA in support log. | | |
| HLTA and TA 3 supporting classes to release teacher for 1:1 and small group support x 2 afternoons per week | £1700 | Children will benefit from highly structured small group sessions with a teacher, focusing on identified area for development in literacy and maths. Sutton Trust tool kit. | Good progress towards targets in all key curriculum areas. | Formal assessment. Records show that children are making progress in their learning and in class they show increasing confidence and independence. | | |
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| External Agencies | £1,500 | Experienced knowledge of professionals to give accurate diagnosis and assessments on children identified with specific needs. | The school has expert advice to best support individual children and their individual barriers to learning. | Strategies are in place to support the learning and well-being of focus children. SMART targets are identified following support and advice from external agencies | | |

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| Enrichment Clubs, Music lessons, trips and visits | £2150 | <p>All children are able to attend and enjoy enriching and fun activities such as residential trips/ school trips/swimming and are able to participate in breakfast and after school clubs etc. Subsidies offered to outside agency run clubs and other enrichment activities e.g. music lessons to enable equal access to opportunities.</p> <p>We want to make sure that all pupils are participating in all activities on offer at school. Increased confidence, social skills and self-esteem positive impact on pupil progress positive impact on attendance and feeling part of the school community</p> | <p>Children attend clubs, enjoy enriching and fun activities. All children who are eligible for pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement.</p> | <p>Attendance register at clubs and school trips.</p> <p>Pupil voice on impact of these experiences on their self-esteem and enjoyment of school.</p> | | |

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| <p>Monster Phonics books and resources</p> | <p>£1700</p> | <p>A well-researched phonics scheme that enables children to learn through different coloured monster characters that represent the different phonemes. The colour coded text links to the colour of the monster to support with reading and recognition.</p> | <p>All children are following our federation adopted 'Monster Phonics' scheme of work.</p> <p>Parents are invited to attend phonics meeting each academic year so that teaching phonics is consistent at school and home.</p> | <p>Regular assessment and review. Progress of evidence recorded by TA support and class Teacher.</p> | | |
| <p>Total spend projected:</p> | <p>£15,050</p> | <p><i>Expected PP for 2022-2023 £14,875</i></p> <p><i>Our projected spending exceeds the expected PP amount for September 2022-July 2023. The school will be contributing the remaining amount to meet PP objectives.</i></p> | | | | |