

# Lawn Primary Pupil Premium Strategy Statement

2021-2024

(3 Year Strategy)

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 academic years) 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.

This strategy has been authorised and agreed by the Governing Body and Headteacher.

## School overview

Detail	Data
School name	Lawn Primary School
Number of pupils in school 2021-2022 2022-2023 2023-2024	432 436 436
Proportion (%) of pupil premium eligible pupils 2021-2022 2022-2023 2023-2024	11% 10% 10%
Academic year/years that our current pupil premium strategy plan covers	2021-2022 2022 -2023 2023-2024
Date this statement was published	November 2021 November 2022
Date on which it will be reviewed	July 2022 July 2023
Statement authorised by	Governors
Pupil premium lead	Donna Hallam
Governor / Trustee lead	Mr Cooper 21-22 Mrs V Malysz-Smith 22-23

## Funding overview for 2021-22 and 2022-2023

Detail:	Amount
Pupil premium funding allocation this academic year: (2021-2022) (2022-2023)	£49'093 £56'635 (Increase due to funding allocation of PP+)
Recovery premium funding allocation this academic year: (2021-2022) (2022-2023)	£5'516 £5'510
Pupil premium funding carried forward from previous years: (2021-2022) (2022-2023)	£0 £0
<b>Total budget for this academic year:</b> (2021-2022) (2022-2023)	£54'609 £62'145

## Part A: Pupil premium strategy plan

### Statement of intent

At Lawn Primary School it is 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. Our aims and objectives fall in line with the whole school development plan whilst also considering the barriers some of our most vulnerable children face socially and emotionally.

Areas of our whole school aims linked to the Pupil Premium Strategy are:

1. A higher % of PP children move from expected to greater depth with a particular emphasis on GD writing.
2. Increase leadership capacity and QFT in all curriculum areas to ensure all children have access to a high quality, balanced curriculum based on Global Citizenship
3. Oracy and early communication development
4. Updated DFE Phonics scheme embedded throughout the school
5. SEL support and attachment awareness throughout school. (Added in for 2022-23 based on school need)

Our Pupil Premium Strategy is aligned to our vision that all children can 'Dream, Believe and Achieve' along with our values sitting firmly within our rich global citizenship curriculum that all children at Lawn are entitled too regardless of any disadvantage they may face. Our most vulnerable children have access to quality first teaching every day, considered interventions that are matched to their needs. Our Mental Health Lead, PSHE and Learning Mentor lead ensure that social and emotional needs are met and work closely with targeted families.

Our strategy is inclusive, where each child is encouraged to challenge themselves and at Lawn we feel there should be no glass ceiling. All members of staff including curriculum leaders have a strong understanding of the challenges and barriers that disadvantaged children face. At Lawn we ensure that our staff know all their children and the barriers that may be present for them to thrive and achieve to diminish any gaps in academic or social progress or achievement.

We will consider and continually evaluate the challenges faced by other vulnerable pupils, such as those who have a social worker and young carers. The aims and objectives we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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

High-quality teaching, leadership and continual staff CPD is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven through the EEF 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. It is the intention that non-disadvantaged pupils' attainment will also be sustained and improved alongside progress for their disadvantaged peers.

## Challenges

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

Challenge number	Detail of challenge
1	A lower % of PP children attain GD in reading, writing and maths compared to non-PP children.
2	Mental Health, Social and emotional and trauma (attachment). Children (and staff) at Lawn have been through a trauma considering the COVID pandemic. Significant changes, restrictions and disruption to education have meant that the staff and children at Lawn have and may continue to display mental health and wellbeing issues linked or not linked to the pandemic. For our families and staff to work effectively and 'be at their best' it is imperative that staff are trained in Mental Health and interventions are provided to improve or maintain Mental Health. <b>The long-term impact of Covid on mental health is still a consideration within the PP strategy however based on a robust analysis within school the impact of COVID on social and emotional learning competencies is now at the forefront with social awareness, self-regulation and responsibility being key barriers to progress, attainment and readiness to learn in specific cohorts that have impacted the most.</b> At Lawn Primary, since being accredited as Attachment Aware we have had an increase in the admission of PP+ children who have experienced high levels of trauma at a very young age. <b>We have had new staff since we had full training plus a higher intake of PP+ children and other children who have been through trauma means that we need to make sure staff are fully competent in being attachment aware and what this means for pedagogy and classroom environment</b>
3	Children have a lower level of language and oracy since COVID 19 – <b>this continues to be a barrier especially for our younger cohorts of children.</b> To achieve Greater Depth within writing, a higher level of vocabulary is needed

	and to understand and respond to Greater Depth reading – language and vocabulary is key.
4	The knowledge of the wider world and the impact all our children can have needs to be maximised through a progressive, Global Curriculum. The Curriculum needs to ensure that all children are exposed to enriching experiencing. Our more disadvantaged children are not exposed to the same level of ‘out of school’ experiences as their counterparts and therefore our curriculum needs to be ambitious in content and enrichment needs to expose these children to the wider world and the opportunities they can and should aim for. The Curriculum is in place and embedded and needs continually revisiting, monitoring and using staff CPD to ensure we have ambitious outcomes for all.

## 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
Increased progress in Greater depth writing attainment and ARE/Greater Depth in Maths (addition for 2022)	<p>Outcomes in 2021: Greater Depth Writing: 25% Non-PP    11% for PP children</p> <p>Outcomes in 2022: Greater Depth Writing:                    30% Non-PP        18% PP</p> <p>Maths in 2022: ARE:                        58% Non-PP        45% PP Greater Depth:        32% Non-PP        32% PP</p> <p>Therefore, success of the strategy implementation would see the gap narrower and a higher % of PP children reaching GD in writing by the end of the 3-year strategy. The gap will also be narrowed with a higher % of PP children attaining ARE/GD in maths by the end of the strategy.</p>
<p>Increased progress in Reading (Using Oracy development and phonics scheme).</p> <p>The increased use of vocabulary will support more effective writers along with children being able to verbalise their emotions.</p>	<p>All teachers will be effective in the delivery of evidence-based oracy teaching strategies</p> <p>Interventions demonstrate pupils make good progress in Reading skills and this is transferred to their writing.</p> <p>Children in all years have the vocabulary that enables them to articulate their thoughts both academically and emotionally.</p>

<p>A balanced and Global curriculum established and accessible with an added focus on enrichment and SMSC. Enrichment is rewarding, cohesive and valuable to support knowledge and skills throughout the curriculum.</p>	<p>Opportunities for all disadvantaged to access enrichment activities and trips. The curriculum is not narrowed for these pupils and access to all foundation subjects is guaranteed.</p> <p>Pupil Development opportunities are accessed by the most vulnerable pupils</p> <p>Children will have experienced increased opportunities to develop their skills through Forest Schools and other wider experiences provided by the school</p> <p>Pupils will develop their resilience and therefore growth mindset using the Forest Schools initiative. Forest school will also equip children with increased vocabulary they will take back into the classroom to enhance learning.</p>
<p>Attachment and Trauma (also related to COVID) needs to be understood in order to adapt practise and support children so they are engaged and ready to learn</p>	<p>Children displaying insecure or other attachment traits are having their basic needs met within school for them to feel safe, thrive and be ready to learn.</p> <p>Staff all show an awareness and are trauma informed, practise and pedagogy reflect this understanding so the pupils within the class and around school have their needs met.</p>

## 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: 2021-22 £14,000

2022-23 £19,00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Embed QFT by providing CPD in Reading, Oracy and Phonics.</i></p>	<p>The following evidence underpins our activity:            NFER Research: Leaders of more successful schools emphasise the importance of 'quality teaching first.' They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. This approach is supported by a body of research, which has found that good teachers are especially important for pupils from disadvantaged backgrounds.            'For poor pupils the difference between a good teacher and a bad teacher is a whole year's learning'              'Successful schools adopt a whole school approach to their use of the pupil premium that delivers on the full potential of every pupil'            (Supporting the attainment of disadvantaged pupils - DFE)              EEF guidance – Improving Literacy at KS1 and KS2. Key considerations include.            Language acquisition must be a high priority in schools, with explicit strategies for extending vocabulary as well as a language rich environment.            Purposeful speaking and listening activities support the development of pupil's language capability and provides a foundation for thinking and communication            Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text.    <b>Continued Professional Development of all leaders (especially in English and Maths in monitoring, using digital and implementing robust plans for continual, ambitious improvements in the curriculum and of themselves as leaders.</b></p>	<p>1, 4</p>

<p><i>Implement Little Wandle Programme to improve phonics and reading.</i></p>	<p>‘Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for the children from disadvantaged backgrounds’</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>‘Little Wandle Letters and Sounds Revised also draws on the latest research into how children learn best; how to ensure learning stays in children’s long-term memory and how best to enable children to apply their learning to become highly competent readers’. (Little Wandle 2021)</p> <p>By ensuring high-quality phonics teaching the government wants to improve literacy levels to: give all children a solid base upon which to build as they progress through school help children to develop the habit of reading widely and often, for both pleasure and information</p> <p><b>This will continue as new members of staff will need training and further resources will be needed to supplement the scheme</b></p>	<p>1, 3</p>
<p><i>Empower Pupils to use their voice and improve Oracy skills through effective speaking and listening skills.</i></p>	<p>There is evidence to suggest that pupils from lower socio-economic backgrounds are more likely to be behind their more advantaged peers. This is particularly true with early language acquisition and speech skills. On average, oral language approaches have a high impact on pupil outcomes of 6 months+.</p> <p>Improved classroom behaviour and climate is also referenced ensuring that the learning environment is rich with language and understanding.</p> <p>‘The Education Endowment Foundation (EEF) research suggests the measures taken to combat the pandemic have deprived the youngest children of social contact and experiences essential for increasing vocabulary’. BBC News April 2021</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><b>Oracy is still a priority, and this will be shown through growing leadership of the pupils, staff PD and the use of Bright Talk within FS2.</b></p> <p><b>Language Link will also be purchased</b></p>	<p>1, 3</p>

<p><i>Increase Leadership capacity to strengthen QFT in all areas of the curriculum by engaging in CPD, target setting and pupil progress meetings</i></p>	<p>The EEF states that: <i>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom. To improve pupil outcomes, careful attention should be paid to how PD is designed. Those who design and select PD should focus on mechanisms.</i></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</a></p> <p>This implies setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. A successful learning culture will enable students to become effective, enthusiastic, independent learners, committed to life-long learning.</p> <p>The EEF research shows that - school leaders play a central role in improving education practices through high-quality implementation. They actively support and manage the overall planning, resourcing, delivery, monitoring, and refinement of an implementation process, all of which are discussed in detail in this guide.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/implementation/EEF_Implementation_Guidance_Report_2019.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/implementation/EEF_Implementation_Guidance_Report_2019.pdf</a></p> <p>Build leadership capacity through implementation teams.</p> <p>Access the NPQ programmes to increase leadership capacity throughout school. This will mean a greater number of teachers will have the skills and understanding to effectively implement strategies according to need throughout the curriculum for all children including the most disadvantaged.</p>	<p>1, 3, 4</p>
<p><i>Deliver instructional coaching to teaching staff through the use of ‘Walkthru Wednesday’</i></p>	<p>Our Teaching WalkThrus materials have been designed to provide a central set of connected resources to build your institution’s professional development. They are designed for use in primary and secondary schools, in further education colleges and a range of other educational settings.</p> <p>At the heart of WalkThrus is a selection of evidence-informed teaching strategies curated in six series.</p> <ol style="list-style-type: none"> <li>1. Behaviour and Relationships</li> <li>2. Curriculum Planning</li> <li>3. Explaining and Modelling</li> <li>4. Questioning and Feedback</li> <li>5. Practice and Retrieval: Building secure long-term memory and fluency</li> <li>6. Mode B Teaching: Delivering a range of learning experiences to deepen and extend learning.</li> </ol> <p>This will continue throughout the next academic year 22-23</p>	<p>1, 3</p>

<i>Digital</i>	Using technology in class can improve student's levels of motivation, which in this sense, is an indicator of student's engagement (Bryant et al 2015)	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost 21-22: £21,500

22-23 £22'000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Before school tuition of basic skills.	A qualified teacher will be deployed to take small groups of children in a morning before school for short interventions in maths and reading. <a href="https://educationendowmentfoundation.org/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	1, 3
Interventions led by TA	TAs deployed by the class teacher in order to work on misconceptions with children following daily assessment of learning. When TAs are deployed effectively children can make progress in readiness for their next step in learning. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant</a>	1,3, 2
NTP	The National Tutoring Programme outlines the key benefits of tutoring: <a href="https://nationaltutoring.org.uk/about/">https://nationaltutoring.org.uk/about/</a> EEF – <a href="https://educationendowmentfoundation.org/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	1, 3
Phonics resourcing, reading books, reading for pleasure books in FS2 and other related resources to ensuring our children are exposed to quality texts and Global Curriculum.	Research suggests that there is a strong link between reading and outcomes in other areas of the curriculum.  EEF: A focus on the development of English skills improves progress by at least 6 months for oracy work, 5 months for phonics and six months for reading. NFER: successful strategies have had an impact when focussed on high attainment for all and high-quality teaching.	1, 3

ELSA	Nurture groups use 10 out of the EEF evidence base components to improve the attainment of disadvantaged pupils as part of their provision. (EEF/Nurture UK)	2,3
Social and Emotional Interventions for specific groups.	<p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/zippys-friends">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/zippys-friends</a></p> <p>Zippy's Friends is an intervention designed to improve children's coping skills. Teachers deliver sessions built around stories about a stick insect (Zippy) and his friends, who are young children. The stories involve issues children might encounter, such as: friendship, conflict, change, and difficult feelings. The children discuss the issues raised, and play games and do role-play activities about emotions and coping</p>	3

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

Budgeted cost 21-22: £18,500

22-23: £20'700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of Attendance Officer to support in diminishing any difference between attendances of disadvantaged children compared with their peers.</p> <p>Ensure the Attendance officer is aware of children and families who need support.</p> <p>Close monitoring of specific families – offer before and after school club (Treehouse) if transport is an issue.</p>	<p>There is a clear link between attendance at school and outcomes. Children who miss school and the social environment are less likely to be engaged in education and will also suffer from low self-confidence and self-esteem.</p> <p>NFER research suggests that the more successful schools are quick to respond to poor attendance and support families to ensuring their child/ren arrive on time and have low rates of absence.</p>	1,2,3,4
Art Therapy	Art therapy can have profound effects in enabling people to get in touch with and express their feelings, whilst also being stabilising because of the engagement with physical materials i.e., clay, paint, photography. It has been observed that art allows us to find	2

	<p>ourselves and lose ourselves at the same time. Part of its value as therapy is that, like other arts therapies, it can offer a means of expression without words.</p> <p><i>Catharsis Creative Arts Therapy 2021</i></p> <p><b>A higher number of children will be accessing Art Therapy 22-23</b></p>	
<p><i>Mental Health training for SMHL and Learning Mentor</i></p>	<p>Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges which have taken this approach often report improved attendance, attention, behaviour and attainment.</p> <p>A report by the Centre of Mental Health (2020) highlighted that <i>'poor children are four times more likely to have a mental health problem before they leave primary school than their wealthy peers.'</i></p> <p><a href="https://www.centreformentalhealth.org.uk/sites/default/files/2021-02/CYP%20mental%20health%20fact%20sheet%202021.pdf">https://www.centreformentalhealth.org.uk/sites/default/files/2021-02/CYP%20mental%20health%20fact%20sheet%202021.pdf</a></p> <p><b>Two SMHL's trained – further training for another member of SLT (SEND Lead as related to SEMH)</b></p> <p><b>Further training for current SMHL's to access supervision for the wellbeing of staff.</b></p>	2
<p><i>Attachment Training for the whole school</i></p>	<p>An increase within school of PP+ children indicate potential attachment needs. For these children to feel safe and therefore learn and thrive – we need to continue our whole school attachment approach. This not only benefits disadvantaged children but all. We have new staff at school since we last did whole school training.</p> <p>There is a plethora of research to suggest that the way in which we interact</p>	1, 2, 3

	<p>with children and form relationships has a direct outcome on their behaviour and learning.</p> <p>Peter Fonagy, Head of Psychology and language sciences at University College London; TES October 2019 states: 'Attachment-aware practice is so crucial for all children. Teachers need to not just support those children with obvious attachment challenges, they also need to ensure they form stable attachments with every child in a class'.</p> <p>A review reported that teachers and school staff were identified by Looked After Children as the main determinants of educational progress (Sebba et al., 2015). Attachment issues and trauma affect children's relationships with peers, teachers and support staff (Pianta, 1992; Cozolino, 2013). Securely attached children are more likely to attain higher academic grades, have greater emotional regulation, social competence, willingness to take on challenges and have lower levels of ADHD and delinquency (Bergin &amp; Bergin, 2009). It has been suggested that 'schools may be the optimum sites for buffering the impact of stress, building resilience and enhancing individual capacities for learning' (Nagel, 2009). Bath Spa University: combined summary report  <a href="https://www.bathspa.ac.uk/media/bathspaacuk/education-/research/attachment-aware/Attachment-Aware-COMBINED-report-June-2016.pdf">https://www.bathspa.ac.uk/media/bathspaacuk/education-/research/attachment-aware/Attachment-Aware-COMBINED-report-June-2016.pdf</a></p>	
<p><i>Youth Mental Health First Aid</i></p>	<p>'Record levels of young people are struggling. Academic pressure, social media, bullying, poverty, lack of availability of professional mental health support – all have been named by various sources as contributing to this epidemic of poor mental health in our young people'.  <a href="https://mhfaengland.org/organisations/youth/">https://mhfaengland.org/organisations/youth/</a></p> <p>Two members of staff trained and further members of staff to be trained this academic year</p>	<p>3</p>

<p><i>Subsidised residential visits and trips. Disadvantaged children to have equal access to after school clubs and other curriculum enrichment.</i></p>	<p>Financial support available to all families on request.</p> <p>When trips, visits and experiences explicitly addressed curriculum content, they impacted significantly on progression and attainment. (Dr Jane Dudman, Carrie Hedges &amp; Dr Chris Loynes, 2018)</p>	<p>1,3,4</p>
<p><i>Forest School</i></p>	<p>Forest Schools Research identifies that it makes a difference by helping children gain confidence, develop social skills, develop communication through problem solving, increase motivation, develop physical skills and increase children’s knowledge and understanding of the world around them.</p> <p>The EEF (Outdoor Adventure Learning) also ‘supports opportunities for disadvantaged children to participate in activities that they may otherwise may not be able to access. Through participation in these challenging physical and emotional activities, outdoor learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation’</p>	<p>1,3,5</p>
<p><i>Enrichment and Clubs (inc after school club)</i></p>	<p>Benefits of learning a musical instrument to the child include increased levels of creativity, self-expression, enjoyment, wellbeing, perseverance and concentration, as well as cultural <i>Clubs including Music Lessons</i> development and enhanced brain function. (Peterson Family Foundation)</p>	<p>1,2,3,5</p>
<p><i>Free School Meals for PP+ and Uniform support for FSM and PP+ (Cost of Living Crisis 2022 Recession declared November 2022)</i></p>	<p>Research undertaken by PwC on providing free school meals to all children showed that: ‘the data and supporting evidence indicate that expansion of free school meals in England would not only multiply the existing benefits to individuals and society but could prove to be a prudent and timely investment in children’s health, education and future working life opportunities now and for the future.</p> <p>At a time when families are increasingly struggling to access and afford healthy food, the provision of free, nutritious</p>	<p>5</p>

	<p>meals in schools is a powerful tool in the Government's armoury to provide targeted support and accrue long term social and economic benefits.'</p> <p><a href="https://urbanhealth.org.uk/wp-content/uploads/2022/10/FSM-Full-Report.pdf">https://urbanhealth.org.uk/wp-content/uploads/2022/10/FSM-Full-Report.pdf</a></p>	
<p><i>Safeguarding Training and Safeguarding support within school</i></p>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1066915/Using_pupil_premium_guidance_for_school_leaders.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1066915/Using_pupil_premium_guidance_for_school_leaders.pdf</a></p> <p>The Government document states that:  <i>You should also develop an understanding of any non-academic challenges that pupils are facing, which negatively affect their education and impact their access to teaching, for example:</i> • attendance and levels of persistent absence • behaviour incidences and exclusions data • wellbeing, mental health and safeguarding concerns • access to technology and educational materials • high pupil mobility</p>	5

**Total budgeted cost 21-22: £54,000**

**22-23: £61'700**

## Part B: Review of outcomes in 2021

### Pupil premium strategy outcomes

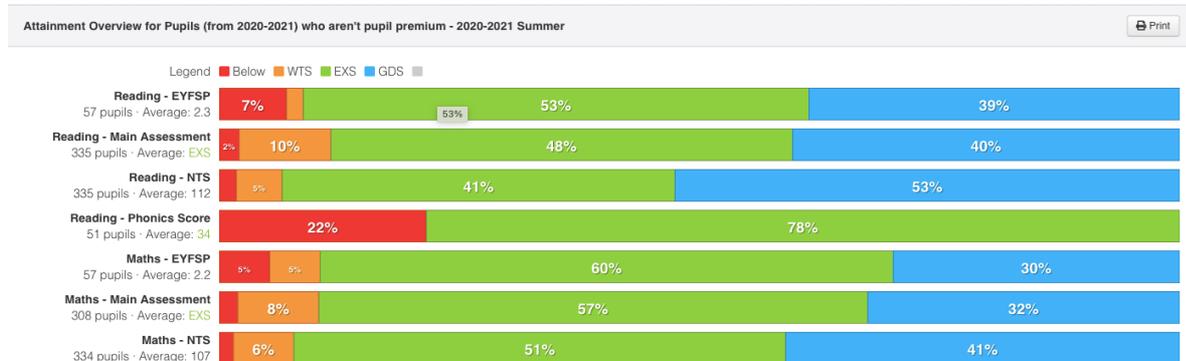
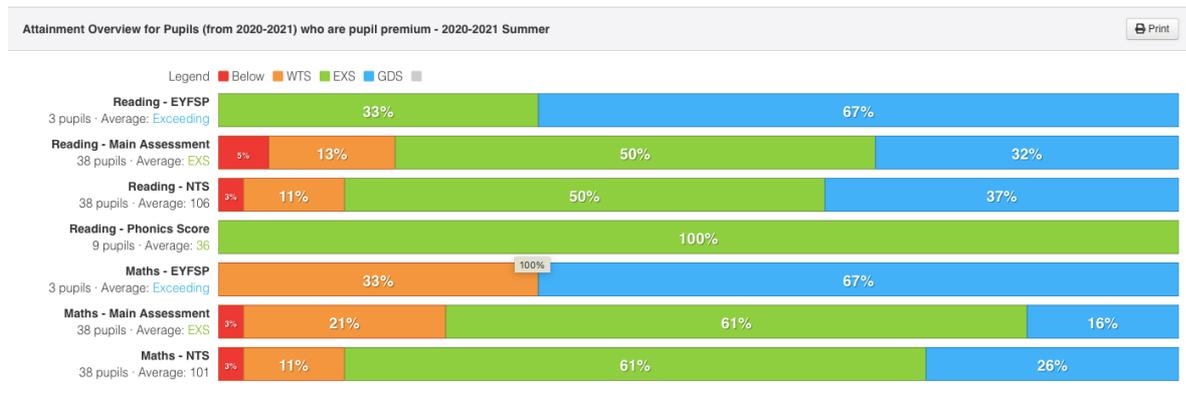
This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*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.*

Overall, our Pupil Premium children have been good progress and attainment compared to their non-pupil premium counterparts. However, this year has been impacted by lockdowns and bubbles closures. Data has highlighted that our children will need further support in writing and maths particularly in Year 2.

All of our children received high quality remote education and our Pupil Premium children were all supplied with a laptop or I-pad if they required one to complete work remotely.

The attainment results indicate that the plan for 2021-2022 should focus on narrowing the gap of Greater Depth attainment in maths and writing particularly. *\*Writing does not include EYFS.*





## Part B: Review of outcomes in 2022

### Whole School Attainment in Maths, Reading and Writing.

2021-2022

(Based on xx children Y1, Y3, Y4, Y5)

<b>ARE</b>	<i>Non-PP</i>	<i>PP</i>	<i>Difference</i>
<i>Writing</i>	50%	50%	-
<i>Reading</i>	49%	41%	-9%
<i>Maths</i>	58%	45%	-13%

<b>GD</b>	<i>Non-PP</i>	<i>PP</i>	<i>Difference</i>
<i>Writing</i>	30%	18%	-12%
<i>Reading</i>	36%	36%	-
<i>Maths</i>	32%	32%	-

**Y2 School Attainment in Maths, Reading and Writing.**

**2021-2022**

(12 children)

<b>ARE</b>	<i>Non-PP</i>	<i>PP</i>	<i>Difference</i>
<i>Writing</i>	66%	54%	-12%
<i>Reading</i>	53%	54%	+1%
<i>Maths</i>	57%	77%	+20%

<b>GD</b>	<i>Non-PP</i>	<i>PP</i>	<i>Difference</i>
<i>Writing</i>	15%	8%	-7%
<i>Reading</i>	23%	8%	-15%
<i>Maths</i>	30%	8%	-12%

**Y6 School Attainment in Maths, Reading and Writing**

**(Based on 10 children)**

<b>ARE</b>	<i>Non-PP</i>	<i>PP</i>	<i>Difference</i>
<i>Writing</i>	85%	90%	+5%
<i>Reading</i>	98%	90%	-8%
<i>Maths</i>	94%	100%	+6%

<b>GD</b>	<i>Non-PP</i>	<i>PP</i>	<i>Difference</i>
<i>Writing</i>	37%	10%	-27%
<i>Reading</i>	48%	50%	+2%
<i>Maths</i>	44%	30%	-14%

## **Intended Outcome 1**

### **Increase in Greater Depth attainment for PP children.**

Our strategy continues to work on the narrowing the attainment gap for Greater Depth therefore this was only partially met.

Attainment across the school has shown there is still a gap in Greater Depth and the strategy has been adapted this year accordingly with a greater emphasis on Oracy skills, CPD for staff and using enriching experience for the children to have a wider view of the world. This is also evident within our curriculum – the revised curriculum is embedded and the academic year 2022-2023 will see the curriculum using various mediums to engage reluctant writers and also support their writing through digital. Little Wandle the phonics scheme will also be in its second year and the benefits upon reading will be evident within the next few years. Subject leaders monitor closely their subject areas, and they continue to develop their leadership skills to ensure quality first teaching is occurring in all subject areas. We continue, for the second year to have NTP tutors to work with children on attaining Greater Depth. We have sought the same tutors as in the academic year 2021-22 as this gave consistency for the children and knowledge of the children from the tutors.

## **Intended Outcome 2**

### **Attachment and Trauma needs are addressed so children are engaged, feel safe and ready to learn.**

The school has worked tirelessly to support our most vulnerable children with therapeutic interventions such as art therapy. The learning mentor is now trained in drawing and talking therapy and has supported 12 children since qualifying that have been deemed vulnerable. This has allowed those children to have dedicated nurture time which has then led them to feel safe and secure within school, this leads to greater self-confidence and the increased ability to learn.

Two members of staff are now trained in Mental Health – this feeds into the schools values and ethos and gives both staff and children the knowledge of how to help themselves, help others and how to find support. A successful strategy has been the outside provider Bridge the Gap – all staff and parents have access to face-to-face support, online support and courses to access. This will continue into next academic year. We have an increased % of PP+ children in 2022-2023 and this highlights the increased need for all staff (existing and new) to be refreshed in trauma and attachment so practise can adapt accordingly to ensure children are ready to learn.

Data from teacher assessment – Leuven scales – indicate that throughout the whole of school (425) only 4 children were below for wellbeing and engagement. These children were identified immediately, and these were the children that engaged in drawing and talking along with dedicated time with the learning mentor. The learning mentor also engaged with the families of these children to triangulate the approach of support. Soft starts were also used for these children, and they do not need this any longer. After six sessions these children were reported to be more engaged with their learning.

### **Intended Outcome 3**

#### **Increase in reading outcomes (Using Oracy development and Phonics Scheme)**

Oracy is still a challenge within school, and it continues to be a priority especially linked with reading and writing. Oracy lead has been established and is using research-based evidence to implement talking strategies throughout school. The introduction of pupil leaders within school has given rise to the opportunity to talk in front of a large audience and Senior Management. For example, the introduction of Learning Detectives has seen children from Y1-Y6 being interviewed, conducting their own learning walks, talking to children in different year groups and then feeding back to the Senior Management team. All opportunities to build confidence and develop oracy.

### **Intended Outcome 4**

#### **A balanced and Global Curriculum is established and accessible with an added focus of enrichment.**

Our Global Curriculum was developed through a process of liaising with our whole school community to establish what they deem to be important for the children of Lawn. Collaborative research and planning between different subject leaders established our whole school themes: We are all unique, Freedom and Equality and Clean Green World. Children are now learning explicitly about identity and diversity in its many forms; issues pertaining to human rights, social justice and equity that are relevant to their lives here in the United Kingdom and issues relating to sustainable development, globalisation and interdependence. These important themes are explored in increasing complexity from EYFS to Year 6 through the topics that form our Global Citizenship curriculum. Outcomes are showing that children are starting to think more critically about these issues; having the confidence to voice their own opinions. We are confident that the knowledge and skills developed through our curriculum will help children in becoming better global citizens - making life choices that are beneficial to the future of our planet and those who live here.

### **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*

<b>Programme</b>	<b>Provider</b>
NTP	Connex 2021-2022 Connex 2022-2023
Art Therapy	Catharsis 2021-2022 Catharsis 2022- 2023
Bridge the Gap	Bridge the Gap 2022-2023

### 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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA