

# Lawn Primary Pupil Premium Strategy Statement

## 2021-2022

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.

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	432
Proportion (%) of pupil premium eligible pupils	11%
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	Governors
Pupil premium lead	Donna Hallam
Governor / Trustee lead	Mr Cooper

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49'093
Recovery premium funding allocation this academic year	£5'516
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	£54'609

## 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

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 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 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. 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.
3	Children have a lower level of language and oracy since COVID 19. 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 of 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.

## 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 writers	All teachers will be graded at least good in the teaching of writing. 2021 stands at 25% non-pp and 11% for pp children. Meaning whole school Greater Depth in writing needs to be higher than 36%.
Increased progress in Reading (Using Oracy development and phonics scheme)	All teachers will be graded as at least good. All teachers will be effective in the delivery of evidence-based oracy teaching strategies Interventions demonstrate pupils make good progress in Reading skills.
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.	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. Pupil Development opportunities are accessed by the most vulnerable pupils Children will have experienced increased opportunities to develop their skills
Attachment and Trauma (also related to COVID) needs addressed so children are engaged and ready to learn	Children displaying insecure or other attachment traits are having their basic needs met within school in order for them to feel safe, thrive and be ready to learn.

## 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: £14, 000

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 pupils 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.</p>	<p>1, 4</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’  <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>1, 3</p>

<p><i>Implement Little Wandle Programme to improve phonics and reading.</i></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><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><i>'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</i></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>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. In particular 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-</p>	<p>1, 3, 4</p>

	<p>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><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>	1, 3

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

Budgeted cost: £21,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Before school tuition of basic skills (gaps that have arisen from lockdown)	<p>A qualified teacher will be deployed to take small groups of children in a morning before school for short interventions in maths and reading.</p> <p><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></p>	1, 3
Interventions led by TA	<p>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.</p>	1,3, 2

	<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>	
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.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/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

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

Budgeted cost: £18,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Attendance Officer to support in diminishing any difference between attendances of disadvantaged children compared with their peers. Ensure the Attendance officer is aware of children and families who need support. Close monitoring of specific families – offer before and after school club (Treehouse) if transport is an issue.	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.  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.	1,2,3,4

<p>Art Therapy</p>	<p>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 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>2</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>2</p>
<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 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</p>	<p>1, 2, 3</p>

	<p>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).</p> <p>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>	
<i>Youth Mental Health First Aid</i>	<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’.</p> <p><a href="https://mhfaengland.org/organisations/youth/">https://mhfaengland.org/organisations/youth/</a></p>	3
<i>Subsidised residential visits and trips. Disadvantaged children to have equal access to after school clubs and other curriculum enrichment.</i>	<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>	1,3,4

**Total budgeted cost: £54,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

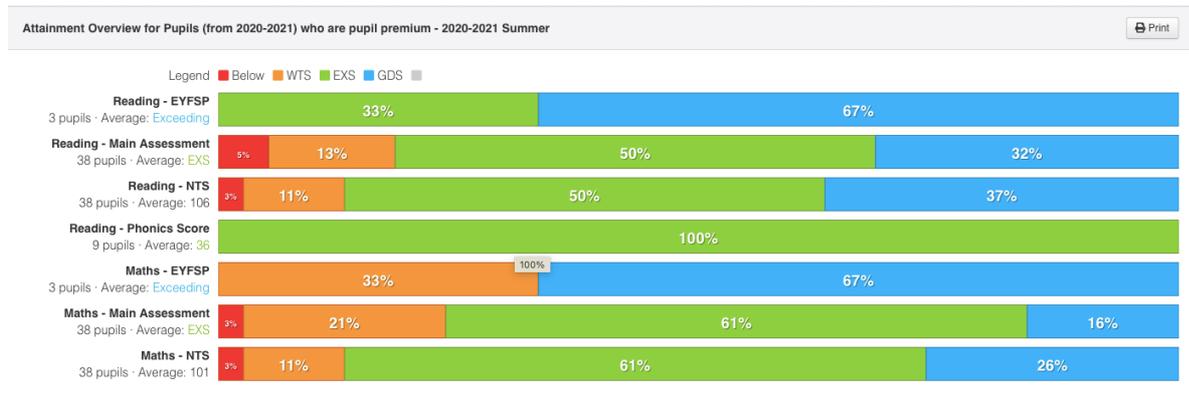
This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*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.*



Attainment Overview for Pupils (from 2020-2021) who are pupil premium - 2020-2021 Summer - WRITING

Print



Attainment Overview for Pupils (from 2020-2021) who aren't pupil premium - 2020-2021 Summer - WRITING

Print



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

(Based on 38 children Y1-Y6)

ARE	Non-PP	PP	Difference
Writing	81%	64%	-17%
Reading	82%	88%	+ 6%
Maths	77%	89%	+ 12%

GD	Non-PP	PP	Difference
Writing	25%	11%	-14%
Reading	32%	40%	+8%
Maths	32%	16%	-16%

**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
NTP	Connex
Art Therapy	Catharis

### 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