

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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	Layfield Primary School
Number of pupils in school	37 Nursery 181 Reception – Year 6
Proportion (%) of pupil premium eligible pupils	6 Nursery 33 Reception – Year 6
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	16.11.22
Date on which it will be reviewed	15.11.22
Statement authorised by	Helen Owen
Pupil premium lead	Helen Owen
Governor / Trustee lead	Grace Mitchell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,980.00
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	£61,980.00

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

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

High-quality teaching is at the heart of our approach alongside a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans such as in-school tutoring which includes 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

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2

	and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing (including spelling, vocabulary and handwriting) than their peers. This negatively impacts their development as readers.
4	Assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
5	Assessments (including pupil surveys), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.
6	Attendance data indicates that attendance among disadvantaged pupils is generally about 4% lower than for non-disadvantaged pupils.  Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics outcomes for disadvantaged pupils.	Y1 and 2 phonics outcomes of disadvantaged pupils in 2024/2025 are at least in line with national.
Improved reading attainment for disadvantaged pupils.	KS2 reading outcomes of disadvantaged pupils in 2024/25 are at least in line with national at the expected standard.
Improved maths attainment for disadvantaged pupils.	KS2 maths outcomes of disadvantaged pupils in 2024/25 are at least in line with national at the expected standard.

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities and residential activities, particularly among disadvantaged pupils</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than national, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to less than 4%.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching

Budgeted cost: £55,078

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerate the learning of disadvantaged pupils, ensuring good progress in reading, writing and maths through targeted teaching, tutoring and intervention.	The EEF guidance – <a href="#">Teaching Assistant Interventions</a> and <a href="#">Making Best Use of Teaching Assistants</a>  National Tutoring Programme project	1 2 3 4
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>  The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	4
Monitor the impact of teaching and the curriculum for disadvantaged children, including opportunities for assessing end points.	Poverty Proofing the Curriculum <a href="https://children-ne.org.uk/advice/nine-things-you-can-do-to-start-poverty-proofing-your-school/">https://children-ne.org.uk/advice/nine-things-you-can-do-to-start-poverty-proofing-your-school/</a>	1 2 3 4 5
High quality CPD to develop staff skills in teaching, behaviour, SEND, safeguarding and PSHE	The National College <a href="https://thenationalcollege.co.uk/">https://thenationalcollege.co.uk/</a>  Thrive <a href="https://www.thriveapproach.com/">https://www.thriveapproach.com/</a>	1 2 3 4 5

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## Targeted academic support

Budgeted cost: £3,334

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide disadvantaged pupils with home learning activities and learning support materials (CGP bundles).	Feedback from parents and pupils Strategy has always been very positive for children in supporting access to learning at home.	1 2 3 4
Provide disadvantaged pupils with stationary packs so that they have resources and equipment to complete learning at home and homework.	Feedback from parents and pupils Strategy has always been very positive for children in supporting access to learning at home.	1 2 3 4
Provide an online learning platform where children can access learning at home.	Feedback from staff, parents and pupils Strategy has always been very positive for children in supporting access to learning at home. This was particularly evident during COVID when remote learning was necessary.	1 2 3 4
Provide access to high quality learning resources to support the teaching of core subjects.	Feedback from staff and pupils	1 2 3 4

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

Budgeted cost: £4,748

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enable all children to access residential visits and other activities by subsidising the cost.	According to EEF, overall, studies of adventure learning interventions make approximately four additional months progress. There is also evidence of an impact on non-cognitive outcomes such as confidence.	5

Enable all children to access extra-curricular activities by subsidising the cost.	According to EEF, overall, studies of adventure learning interventions make approximately four additional months progress. There is also evidence of an impact on non-cognitive outcomes such as confidence.	5
Provide free school uniform to children in receipt of FSM.	Poverty proofing <a href="https://children-ne.org.uk/advice/nine-things-you-can-do-to-start-poverty-proofing-your-school/">https://children-ne.org.uk/advice/nine-things-you-can-do-to-start-poverty-proofing-your-school/</a>  According to EEF, pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools should consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils.	All
Provide access to therapy and counselling services to improve confidence and resilience.	Research by EEF has ascertained, on average, social and emotional interventions have an identifiable and valuable impact on attitude to learning and social relationships in school. They also have an average overall impact of four months additional progress attainment.	All
Provide focussed and targeted support to improve attendance, particularly for disadvantaged pupils.	According to EEF, parental engagement has the most impact on attendance, especially when this is targeted and focused.	6
Enable disadvantaged pupils to access peripatetic music lessons by subsidising the cost.	Feedback from pupils and parents shows that pupils from lower socioeconomic households are less likely to be able to afford the cost of peripatetic music lessons.	5

**Total budgeted cost: £63,160.00**

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

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Outcomes for disadvantaged pupils across all year groups in reading, writing and maths were very positive, and the majority were above national.

	Year 2			Year 6		
	Reading	Writing	Maths	Reading	Writing	Maths
Disadvantaged pupils at Layfield	50%	50%	50%	63%	63%	50%
Disadvantaged pupils Nationally	51%	41%	52%	62%	55%	56%

Pupils were also more engaged in their learning and had greater confidence as a result of interventions and tutoring.

The number of disadvantaged children accessing after school clubs increased from 0 to 6 children.

Residential visits for children in Y5 and 6 gave disadvantaged children valuable enrichment experiences and life skills.

Disadvantaged children's engagement in remote learning was carefully monitored and those children who were not engaging were offered an iPad, and technical support.

Extra support, in addition to routine phonics teaching was delivered to Year 1 and 2 with 1:1 phonics interventions delivered by qualified teachers. Outcomes for disadvantaged pupils were very positive – 80% Year 1, 75% Year 2 overall.