

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Lacock Primary School
Number of pupils in school	67
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2024/2025
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Chair of Governors
Pupil premium lead	Ashleigh Whitbread
Governor / Trustee lead	Liz Banister

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 20,485
Recovery premium funding allocation this academic year	£ 2,175 (split over the year)
Schools led tutoring grant (60% of the registered number of PP between year 1 and 6)	£ 1,417.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 24,077

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they may face, make good progress, feel happy and safe at school and achieve well across all subject areas and in line with pupils not entitled to pupil premium support. The focus of our strategy is to support disadvantaged learners to achieve that goal, ensuring that pupils who are already high attainers continue to make expected progress with their starting points and with their peers nationally. We also recognise that there will be other vulnerable pupils who face significant challenges and barriers to their progress and well-being. The support we have outlined in this statement is also intended to support their needs.

High quality teaching is at the centre of our approach. This will focus on the key knowledge the children need to acquire to prepare them well for their next steps in their learning across the curriculum and into secondary school. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time, the emphasis on quality first teaching will also benefit non-disadvantaged pupils in our school.

Prior to September 2021, there was no planned or cohesive curriculum for the vast majority of subjects. Due to this, our children's development of knowledge and skills across the curriculum was 'patchy' in nature. Knowledge and skills did not build on previous learning and gaps were not acted upon in a timely matter. This had the greatest impact on our disadvantaged learners.

The implementation of a new well-sequenced and progressive curriculum, will facilitate all children reaching their full potential. New learning will build on relevant prior knowledge to enable continued learning to take place. Ongoing assessment within lessons and relevant feedback to all staff and children will enable teachers to precisely identify gaps in key knowledge so that they are addressed and do not build up.

In support of this, targeted academic support, in the form of keep-up and catch-up sessions, will support children to keep up with the high paced sequence of learning that our new curriculum offers. Additional teaching and support from trained teaching assistants is used to precisely address these gaps in order to allow lower attainers, especially pupil premium children to stay with the sequence of learning. For children who have SEN that cause significant cognitive impairment, catch-up interventions provide targeted teaching, focused on the most pertinent knowledge that supports their development.

Our strategy is also focused on wider school plans for education recovery, including targeted small group or individual tutoring support for pupils whose education has been most impacted by the pandemic. Sessions are targeted to the specific needs to the

pupil with a focus on small-step components of knowledge which have been identified as a weakness.

We recognise that attendance can be an important barrier to progress for some pupils even when overall attendance is typically strong. The attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium. Parental engagement is associated with better attendance and outcomes for children. The school identifies and, where possible, mitigates potential barriers to good attendance. A key part of our strategy will be to improve communication with and access for parents so that they can engage with the school.

The happiness and well-being of all pupils is central to our approach. As a school, we recognise the unique talents of every child and strive to enable them to achieve their full potential. A key part of our strategy is to improve the range of enrichment activities on offer to all pupils, specifically targeting our disadvantaged learners to try new things, uncover talents and to find and pursue their interests and passions.

Challenges

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

Challenge number	Detail of challenge
1	<i>Assessments, observations and discussion with pupils highlighted an underdeveloped range of vocabulary. Prior to September 2021, there was no planned curriculum for the vast majority of subjects and as a result there was no cohesive plan to develop children's language skills and vocabulary.</i>
2	<i>Assessments, observations and discussions with pupils highlighted that, disadvantaged learners have greater difficulties with phonics than their peers, especially from KS2. This negatively impacts their ability to keep pace with the sequence of learning needed to prepare them sufficiently for their next stage of education.</i>
3	<i>Internal and external assessments indicate that maths attainment among disadvantaged learners, especially in KS2 is below that of non-disadvantaged learners. Although maths in general is an area of concern. Prior to 2019, there was no cohesively planned maths curriculum that progressively built on carefully planned out sequences of knowledge. As a result, the knowledge being taught was overlapped from year groups and was not age appropriate. KS1 teaching in maths is also a focus as this is an area of concern.</i>
4	<i>Internal and external assessments indicate that reading attainment among disadvantaged learners, especially in KS2 is below that of non-disadvantaged learners. Prior to 2021, there was no cohesively planned reading curriculum that progressively built on carefully planned out sequences of knowledge. As a result, the knowledge being taught was overlapped from year groups and was not age appropriate. Phonics teaching across the school is currently being redesigned and carefully planned.</i>

5	<i>Internal and external assessments indicate that writing attainment among disadvantaged learners, especially in KS2 is below that of non-disadvantaged learners. Prior to 2021, there was no cohesively planned writing curriculum that progressively built on carefully planned out sequences of knowledge. As a result, the knowledge being taught was overlapped from year groups and was not age appropriate.</i>
6	<i>Our assessments and observations highlight that the education and wellbeing of many of our disadvantaged learners has been impacted by partial school closures. These findings are supported by national studies. Our observations have identified social and emotional issues for many pupils down to a lack of enrichment opportunities and an increase in stress from school closure.</i>
7	<i>Including the need to isolate, our FSM attendance since September 2021 is at 90.26%, our PP attendance since September 2021 is at 88.6%, our SEN attendance since September 2021 is at 94.45% and our traveller attendance since September 2021 is at 92.33%. In addition to this, disadvantaged learners are persistently late 3.13% compared to 0.58% of pupils who are not disadvantaged. This is both unsettling and results in missed education. The beginning of the lesson is often where key teaching inputs take place. Families need additional support to help deal with the issues that are causing children to be persistently late or absent from school.</i>
8	<i>There has been less parental engagement due to Covid 19. Parents have not been able to come into school to engage with school and class activities. Parental engagement has been impacted, with many parents not engaging with their children's home learning, especially in KS2. The mental health of parents has been negatively impacted due to the stress of lockdown, impacting the more vulnerable families more. There is an increased need for parent support groups and help for families affected by mental health issues. And to form or re-establish close relationships with the school.</i>
9	<i>Due to school numbers and class sizes, we have mixed aged classes. Until 2019 the older class was a Year 4,5,6 mix. Due to increased numbers in the middle of the school, this was changed and it meant that we had a key-stage cross over class. Due to this the curriculum could not be sequenced and lacked progression and cohesion. This lack of cohesion had a significant impact on all pupils but in particular our PP learners. Furthermore, teachers had to spend a significant amount of time deciding what was to be taught as there was not a well-planned curriculum in place. This prevented teachers from focussing on delivery and pedagogy, hindering our quality first teaching approach.</i>

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
Improve oral language skills and vocabulary among disadvantaged learners	Assessment and observations will indicate improve oral language among disadvantaged learners. Children will be able to use subject specific vocabulary and language to demonstrate increased knowledge and understanding across the curriculum subjects. This will be evident in engagement and contribution in lessons, book looks and pupil conversations with subject leads.

<p>Improved reading attainment among disadvantaged learners</p>	<ul style="list-style-type: none"> • Pupil premium children with no significant SEND, all meet the expected standard or greater depth, making progress from their starting points • Low prior attaining learners without significant SEND, meet the expected standard • Pupils with significant SEND make strong progress from their starting points and meet their bespoke targets that have been set for reading. • Year 1 phonic screening results will be at national average or above
<p>Improved maths attainment among disadvantaged learners</p>	<ul style="list-style-type: none"> • Pupil premium children with no significant SEND, all meet the expected standard or greater depth, making progress from their starting points • Low prior attaining learners without significant SEND, meet the expected standard • Pupils with significant SEND make strong progress from their starting points and meet their bespoke targets that have been set for maths. • Year 4 times table check results will be at national average of above
<p>Improved writing attainment among disadvantaged learners</p>	<ul style="list-style-type: none"> • Pupil premium children with no significant SEND, all meet the expected standard or greater depth, making progress from their starting points • Low prior attaining learners without significant SEND, meet the expected standard • Pupils with significant SEND make strong progress from their starting points and meet their bespoke targets that have been set for writing.
<p>To achieve and sustain improved wellbeing for all pupils in our school, particular our disadvantaged learners</p>	<p>Sustained high levels of wellbeing. Promote high level of wellbeing through disadvantaged learners accessing: specialised sports coaches, a range of extra curriculum clubs, opportunities to take part in cooking, school trips, drama and dance.</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, parent surveys and staff observations • Decreasing picture of behaviour incidents during less structured times of the day • An increase in participation of enrichment activities

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged learners</p>	<ul style="list-style-type: none"> • Overall absence rate for all pupils being no more than 4%. • Attendance gap between disadvantage learners and non-disadvantaged learners to being eradicated, or close to 1% or less. • The percentage of pupils who are persistently absent to being below 10% and the figure for disadvantaged learners being no more than 2% • The percentage of pupils who are persistently late being below 0.5% and PP learners being below 1%
<p>An improvement in parental engagement</p>	<p>Parents actively support the work for the school and understand their role in supporting their children’s learning.</p> <p>The school will have built respectful relationships with our pupils and their families in order to secure their trust and engagement.</p> <p>The school will have a welcoming and positive culture across the school.</p> <p>Parents feel valued and actively participate in school events that provide them with the knowledge and skills they need to support their children at home with their learning.</p> <p>An improved website provides parents with all the information that they need are able to support home learning following the school’s approaches. Eg Pronunciation of phonemes in phonics/reading.</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: £10,652

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to develop outstanding subject curriculums, where subject intentions are identified and the learning is clearly broken down into precise knowledge that is sequenced and build progressively.</p> <p>Teachers will be supported to secure strong and effective implementation of the curriculum in all core subjects including science.</p> <p>Reliable monitoring techniques will be used to quality-assure the implementation of the curriculum and promote quality first teaching.</p>	<p>The focus on improving the curriculum will allow all children to succeed. This in turn will narrow the gap between the most disadvantaged students and their peers.</p> <p>Recent Ofsted reviews have outlined the importance of a well-sequenced progressive curriculum to ensure all children reach their full potential.</p> <p>Ofsted's new framework has led to a shift away from using data to track progress and now focusses on the quality of the curriculum.</p>	1,2,3,4,5,9
<p>Carry out detailed assessment Data analysis of these assessments will enable subject leaders to identify patterns across the school and pinpoint areas of weakness.</p> <p>Teachers will be able to identify gaps in knowledge, allowing them to pinpoint which areas of knowledge need further input.</p> <p>They will also be able to identify children who are at risk of not keeping up with the sequence of learning within units and recommend them for extra support to ensure that they do have the knowledge for each lesson.</p> <p>Maths – end of unit assessment at the end of each unit. White rose end of term assessments at the end of term 2, 4 and 6.</p>	<p>Using pupil premium guidance shows the need to find out what is hindering the attainment of disadvantaged learners.</p> <p>To have this knowledge, assessment needs to be carried out.</p>	1,2,3,4,5,6,9

<p>Reading – NFER tests in term 2, 4 and 6. Sats practise for Year 2 and 6</p> <p>Phonics screening terms 1-6</p>		
<p>Support all school staff to provide meaningful feedback (verbal and written) to support pupils learning, build on past learning and address misconceptions.</p> <p>School marking and feedback policy shared with all staff (recently updated). Training to be provided to ensure all staff are aware of how to use feedback successfully.</p>	<p>Research evidence shows that meaningful feedback will have a positive impact on all pupils learning and will narrow the gap between the most disadvantaged learners and their peers.</p> <p>Effective feedback focusses on the tasks and provides specific information on how to improve.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	<p>1,2,3,4,5,6,8,9</p>
<p>Subject curriculums of all core subjects will include a cohesive plan to develop language skills and vocabulary.</p> <p>Throughout the school day, pupils will be encouraged to articulate key ideas, consolidate understanding through discussion and extended vocabulary.</p>	<p>Studies show that oral language interventions have a high impact on all pupils for a low cost</p> <p>The attainment gap between disadvantaged learners and their more affluent peers starts early and continues through school.</p>	<p>2,3,4,5,6</p>
<p>Purchase Little Wandle letters and sounds to secure stronger phonics teaching for all pupils. Including investing in decodable books, teaching resources and training for staff</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged learners.</p>	<p>2,4,5</p>
<p>Support and sustain quality first teaching in maths in line with DfE guidance.</p> <p>Time will be given to subject leader to offer guidance to teachers who need more support.</p> <p>Teacher release time will be given to allow teachers a chance to observe high quality mathematic lessons in school or in wider schools.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the NCETM drawing on evidence based approaches.</p> <p>https://www.gov.uk/government/publications/research-review-series-mathematics/research-review-series-mathematics</p>	<p>3</p>
<p>Ensure that social and emotional learning is part of key practice.</p> <p>Teachers will understand the importance of social and emotional education and timetable it accordingly.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publicatio</p>	<p>6,7</p>

Senior leaders will offer professional development and training for staff	ns/SEL/EEF_Social_and_Emotional_Learning.pdf	
Coram Life PSHE scheme used		

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

Budgeted cost: £ 11,271

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions, targeted at disadvantaged learners who require further support.	Phonic approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged background https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2,4,5
Every KS1 child will read with class teacher once a week. These will be focussed on decoding using fully decodable books matched to their individual phonics stage. These sessions will give teachers a chance to assess children and ensure learning needs are being met. Disadvantage learners and low attaining children will read daily.	Phonic approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged background https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	2,4,5
Tuition sessions for pupils whose education has been most impacted by the pandemic and the legacy from the curriculum prior to 2021. Communication between class teacher and tutor will ensure sessions are engaging and targeted to the specific needs of the pupils. Ongoing assessment will be used to provide teachers with regular feedback ensuring the best possible outcomes for pupils.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Tuition is likely to make an impact if it is additional to and explicitly linked with normal lessons https://www.gov.uk/government/publications/school-led-tutoring-conditions-of-grant/school-led-tutoring-conditions-of-grant	1,2,3,4,5,6,7,9

Sessions are well planned and focus on small components of knowledge which have been identified as a weakness by the class teacher.		
---	--	--

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

Budgeted cost: £2,154

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To increase communication between school and parents: Parent will be regularly updated about events and activities within the school and informed when their child has gone beyond what's expected</p> <p>Teachers use tapestry to interact with parents on a regular basis.</p> <p>Website updated and improved providing information for parents about children are currently learning.</p> <p>Regular discussions with parents to be carried out by senior leaders to gain a clear picture about how the school is performing from the eyes of a parent</p> <p>Workshops offered to parents to help them support their child/children at home Phonics, reading, maths</p>	<p>Working with parents to further support classroom learning</p> <p>Parental engagement is consistently associated with better academic outcomes.</p> <p>Evidence from the EEF's teaching and learning toolkit suggests that effective parental engagement can lead to learning gains for +3 months over the course of a year</p>	7,8
<p>Financial support will be offered to help our disadvantaged learner's access enrichment activities, supporting them to have the same opportunities as their peers. Including residential</p>	<p>Residential activity centres are great for providing children with valuable new skills and learning experiences. Children get the opportunities to challenge themselves and learn to be more independent.</p>	6,7,8
<p>Improving school attendance (DfE's advice)</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly</p>	7,8

<p>Family link worker to keep contact with families where children have persistent low attendance. Head teacher to hold meeting with these parents as well to offer support if required and available.</p>	<p>reduced levels of absence and persistence absence.</p>	
<p>Contingency fund for acute issues</p>	<p>Based on our experiences and those of similar schools, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £24,077

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.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.