



Pupil premium strategy statement 2022-2023

Lumley Junior School

This statement details our school's use of pupil premium (recovery premium and school led tutoring for the 2022 to 2023 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	Lumley Junior School
Number of pupils in school	179
Proportion (%) of pupil premium eligible pupils	33% 59 FSM/Ever 6 pupils 7 post LAC 2 service pupils
Academic 2021-2024 that our current pupil premium strategy plan covers (3-year plan)	Year 2 of 3 years (2022-2023)
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Governing Body
Pupil premium lead	Mrs. Tracey Wilson
Governor / Trustee lead	Mr. Stephen Forster

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,090
Recovery premium funding allocation this academic year	£9,171
School led tutoring funding (allocation of pupils 49)	£8,427
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£101,688



Part A: Pupil premium strategy plan

Statement of intent

At Lumley Junior School we want to enable all pupils regardless of their background to fulfil their potential both academically and socially. We want every child to 'Aspire' and achieve their goals. We want all of our children to:

A – have a positive attitude and ambitions

S – be safe, spirited and successful

P – be proud and passionate

I – be inclusive and celebrate everyone as an individual

R – be respectful, resilient and responsible

E – have enthusiasm and empathy for others

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.

Quality first teaching 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 disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our intention is 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 for education recovery, notably in its targeted support through School Led Tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

We adopt a whole school approach in which all staff take responsibility in supporting this strategy. Together we aim to raise expectations and support pupils to achieve their very best.

We recognise that disadvantaged children can face a number of barriers to learning and it is our intent to help pupils and their families overcome these barriers and ensure equality of access and opportunity for all.



Our key priorities to support disadvantaged pupils are to:

- Raise attainment outcomes in Reading, Writing and Mathematics.
- To enable pupils to read with confidence and increased fluency and with good comprehension skills to enable them to access the curriculum and prepare them for the next stage of their education.
- To develop confidence in their ability to communicate effectively in a wide range of contexts.
- Improved attendance and engagement of identified pupils.
- Raise aspirations and foster self-belief.
- Promote and support positive physical and mental health.
- Ensure equality of access and opportunity, regardless of starting point.

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 disadvantaged pupils generally have greater difficulty with phonics than their peers. This impacts negatively on their development as a reader.
2	Internal and external assessments indicate that attainment for reading, writing and maths among disadvantaged pupils is generally below and well below that of non-disadvantaged pupils.
3	Impact of the COVID pandemic has further widened the gap between PP children and non-PP children.
4	Persistent absence, low levels of attendance and lack of punctuality for some disadvantaged pupils.
5	Social, emotional and behavioural difficulties; increase in issues around mental health and low self-esteem impacting on motivation and levels of concentration. This is a situation that has exacerbated since the COVID Pandemic.
6	Complex family challenges and difficulties; lack of parent/carers engagement with school and a lack of active support at home with reading and other learning tasks.
7	Inequality of opportunity; disadvantaged pupils lack access to social and cultural experiences that enrich the learning journey.



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
To improve phonic knowledge of disadvantaged pupils to enable them to develop as a reader.	Phonic assessment data indicates pupils make rapid improvements in their phonics knowledge enabling them to develop as a reader. KS2 outcomes for Reading show more disadvantaged pupils meeting the expected standard.
Improve reading, writing and mathematics attainment amongst disadvantaged pupils.	Increased proportions of disadvantaged pupils will reach age related expectations in reading, writing and maths at the end of Key Stage 2 (2024/2025).
Pupils are supported and motivated to attend school regularly. Parents/carers support their children to attend school regularly.	Improvement in attendance percentage for disadvantaged children.
To achieve and sustain improved wellbeing for all pupils in our school, with special consideration for disadvantaged pupils.	All pupils feel safe and happy in school. Pupils mental health is a priority and there is a trained Senior Mental Health Leader in school. Pupils and stakeholders recognise signs of positive mental health and well-being and signs of poor mental health and well-being. Pupils and stakeholders know how to ask for help and support. Effective means of referrals upheld and interventions/support to help pupils remains a priority.
Families are supported to deal with challenges and difficulties. Parents/carers feel able to approach the school for support.	Increased engagement from parents/carers of disadvantaged children. Families are supported, where needed, through Children's Social Care involvement, Early Help Referrals and Plans, single agency support, the Designated Safeguarding Leads, teachers and support staff within school.
All children have the opportunity to access cultural and social experiences, enriching all areas of learning.	Increased participation in enriching school events from disadvantaged children. All pupils have taking part in an educational visit off site.



Activity in this academic year 2022-2023

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: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD and resources: Continued and regular CPD using the RWI Whole school training package for teachers and teaching assistants to secure stronger phonics teaching for all pupils.	Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. RWI is a DfE validated teaching program and is highly systematic. EEF Phonics	1,2,3
CPD and resources: Purchase high quality guided reading texts using the Oxford Reading Spine and an online Reading Spine and Comprehension programme: Reading Buddies and Cracking Comprehension.	Reading Comprehension strategies are high impact on average (+6 months). Alongside phonics, it is a crucial component of early reading instruction. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practise the skills, desire to engage with the text and enough challenge to improve reading comprehension. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?utm_source=/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies&utm_medium=search&utm_campaign=site_search&search_term=reading%20comprehension	1,2,3
CPD and resources: Embed the Read, Write, Inc Spelling Programme to provide a standardised and progressive approach to teach spellings, building upon the phonics programme.	To embed the Read, Write, Inc Spellings and roll the programme out from Year 3 to Year 6. Spelling has been identified as an area for improvement and by adopting a consistent, standardised and progressive spelling scheme, standards in spelling will improve. This will build upon the synthetic phonics programme used to support reading and writing development. To group pupils across year groups to ensure the spelling programme is closely matched to pupils' phonics knowledge.	1,2,3
CPD and resources: To trial the Read Write Inc Language and Literacy programme to develop teacher knowledge and skills of teaching English.	To ensure there is a consistent and progressive approach to the teaching of English across Key Stage 2. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1,2,3
CPD and Resources Mastery learning approaches have consistently positive impacts, but effects are	To upskills teachers and teaching assistants' knowledge of teaching mathematics. Mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics.	1,2,3



higher for primary school pupils and in mathematics. Mastery learning EEF (educationendowmentfoundation.org.uk)	Mastery learning EEF (educationendowmentfoundation.org.uk)	
CPD: Team Teach For all teachers and teaching assistants to be trained in Team Teach to assist with the quality of social and emotional learning. (5 staff to access training across the Lumley Primary Federation).	The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective, on average. EEF Toolkit Behaviour Interventions EEF Social and Emotional Learning	5,6
Maintain smaller class sizes. To maintain two form entry and single ages classes.	The research into small classes is only a small sample. The evidence suggests that smaller classes only impact on learning if the reduced numbers allow the teacher to teach differently, for example high quality interactions with pupils with minimal disruptions. The gain is likely to come from the quality and quantity of feedback pupils receive. EEF Toolkit Reduced class sizes	2,3,5
CPD and deployment of teaching assistants to deliver focused interventions in the core subjects and to promote pupils' well-being. CPD includes: Connecting with Children, Draw and Talk Therapy, Lego Therapy, Relax kids.	Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) EEF Social and Emotional Learning	1,2,3,5,6

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring; School led tutoring <ul style="list-style-type: none"> - Small group tutoring in RWI phonics and get writing for years 3 and 4 and Fresh Start Phonics catch up for years 5 and 6. - 1:1 individual reading support for pupils who are not reading at home. 	Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 3,6



<p>Structured interventions Delivered by teaching assistants in years 3 - 6. A mixture between small group and 1:1 support.</p>	<p>On average 1:1 tuition is very effective in improving pupil outcomes. 1:1 tuition might be an effective strategy for providing target support for pupils that are identified as having prior lower attainment or are struggling in particular areas. One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 6</p>
<p>To invest into online personalised learning programmes. Lexia, TT Rock Stars, Numbots, Discovery Education, My Maths, Spag, Maths.co.uk</p>	<p>Research has identified remedial and tutorial use of technology as being particularly practical for lower attaining pupils, those with special educational needs or those from disadvantaged backgrounds in providing intensive support to enable them to catch up with their peers. Technology can be particularly useful in personalising learning to match pupils' individual abilities and needs given the potential for such programmes to adapt and focus on the child's learning needs. EEF Lexia Core 5</p>	<p>1,2,3,6</p>



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

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement and well-being; -Educational visits & cultural opportunities within school (subsidised costs for PP pupils) - free school milk for PP pupils - subsidised costs for pupils to have music tuition.	We do not want socio economic factors to disadvantage our most vulnerable pupils, therefore we will subsidise events, activities and milk to support pupil premium pupils. EEF Using the Pupil Premium	4,6,7
Embedding principles of good practice set out in the DfE Improving School Attendance advice. - Daily monitoring of attendance phone call and follow up text message. - SLA – Attendance officer to work with families to improve attendance and punctuality for some pupils.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving School Attendance	4,6
Parental engagement To develop the use of the WEDUC communication app to communicate effectively with parents and carers and to involve them in celebrating pupils' learning at school and home.	School communications with parents are likely to be more effective if they are personalised, linked to learning, and framed positively (for example, celebrating success). There are several evaluations of programmes using text messaging to prompt conversations about learning at home and provide parents with tips or information about children's learning. EEF Parental Engagement Guidance Report.pdf (educationendowmentfoundation.org.uk)	1-7

Total budgeted cost: £118,0000



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.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 2 performance data and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023. DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils.

COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone. To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period. Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated. The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

A key part of our Pupil Premium strategy was the introduction of Read, Write, Inc (RWI) Phonics across the Lumley Primary Federation. Emphasis was placed on high quality professional development in teaching phonics for teachers and teaching assistants. Prior to our three-year pupil premium strategy, there was an inconsistent approach to the teaching early reading in Key Stage 2.



Whole school developments

Investment into the Read, Write Inc. Phonics Programme. Investment into the Read, Write, Inc. Spelling Programme. Trial of the Read, Write, Inc. Literacy and Language English scheme.

Teachers and teaching assistants' accessed training to develop their knowledge and skills in teaching synthetic phonics through the Read Write Inc. online learning platform.

Continued investment into Lexia, Core personalised digital reading programme. Pupils were able to access Lexia at home and school.

Further investment into the Oxford Reading Spine. Guided reading embed in Years 3 - 6 to support pupils to develop fluent reading capabilities and comprehension strategies. (Teacher led) Support staff led basic skills sessions (handwriting, Lexia, TT Rock Stars and Mental Maths whilst teachers teach reading within small guided.

Year Group focused interventions

Targeted interventions were planned across each year group to support pupils who have fallen behind in reading, writing and mathematics. Read, Write Inc Phonics and Let's Get Writing implemented in Years 3 and Years 4 to identified pupils. Fresh Start and Fast Track phonics sessions interventions planned for identified Year 5 and Year 6 pupils.

Additional basic skills intervention in Mathematics were implemented for targeted pupils.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continues to be impacted during the academic year 2021-2022. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Our overall school attendance for 2021-2022 was 94% which was line with the national average for all schools. Our disadvantaged pupils' attendance was 92% Persistent absenteeism was in line with the national average but above the national average for disadvantaged pupils. Improving the attendance of our most disadvantaged continues to be a priority for school.



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
Read Write Inc. Phonics	Ruth Miskin
Read, Write, Inc Spellings	Ruth Miskin
Read, Write Inc. Literacy and Language	Ruth Miskin