



# Pupil premium strategy statement 2023-2024

## Lumley Junior School

This statement details our school's use of pupil premium and recovery premium funding for the 2023 to 2024 academic year 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	180
Proportion (%) of pupil premium eligible pupils	33% 50 FSM/Ever 6 pupils 7 post LAC pupils 2 service pupils
Academic years 2021-2024 that our current pupil premium strategy plan covers ( <b>3-year plan</b> )	Year 3 of 3 years (2023-2024)
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
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	£91,130
Recovery premium funding allocation this academic year	£7,625
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£98,755</b>



## 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.

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.	<p>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.</p> <p>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.</p> <p>Effective means of referrals upheld and interventions/support to help pupils remains a priority.</p>
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 2023-2024

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

## Teaching (including Continuing Professional Development and teaching resources)

**Budgeted cost: £ 20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>CPD and resources:</b> 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. <a href="#">EEF Phonics</a>	1,2,3
<b>CPD and resources:</b> Replenish stocks of high-quality guided reading texts using the Oxford Reading Spine and online resources. Subscribe to Cracking Comprehension and Reading Buddies online resources. All pupils to read to their teacher at least once a week through guided reading sessions and be explicitly taught comprehension skills.	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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?utm_source=/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=reading%20comprehension">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?utm_source=/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=reading%20comprehension</a>	1,2,3
<b>CPD and resources:</b> To adopt a whole school approach to the teaching of spellings with pupils taught in mixed year groups based on their spelling and phonic ability. For teachers and teaching assistants to upskill their knowledge of teaching spelling through the online teaching videos.  Embed and monitor the implementation Read, Write, Inc Spelling Programme to provide a standardised and progressive approach to teach spellings, building	To embed the Read, Write, Inc Spellings programme from Year 3 to Year 6 to provide a standardised and progressive approach to teach spellings, building upon the RWI phonics programme. 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



upon the phonics programme.		
<b>CPD and resources:</b> To implement 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 all of the elements of English across Key Stage 2 which includes: <ul style="list-style-type: none"> <li>• Developing language capabilities</li> <li>• Developing fluent reading capabilities</li> <li>• Developing reading comprehension strategies</li> <li>• Developing writing composition</li> <li>• Developing pupil transcription and sentence construction</li> </ul> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	1,2,3
<b>CPD and Resources</b> Mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics.  <a href="https://educationendowmentfoundation.org.uk">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a>	To continue 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.  <a href="https://educationendowmentfoundation.org.uk">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3
<b>CPD: Team Teach</b> Renew Team Teach Training for 4 designated members of staff to support pupils self-regulate and manage their big feelings	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. <a href="#">EEF Toolkit Behaviour Interventions</a> <a href="#">EEF Social and Emotional Learning</a>	5,6
<b>CPD: Social and Emotional Aspects of Learning</b>	To provide a programme of CPD to upskill teachers and teaching Assistants in delivering targeted and timely interventions to support pupils emotional and social development. CPD to include: <ul style="list-style-type: none"> <li>• Zones of Regulation</li> <li>• Draw and Talk Therapy</li> <li>• Connecting with Children</li> <li>• Lego Therapy</li> <li>• Connecting with Children</li> <li>• The Thrive Approach</li> </ul> <a href="#">EEF Social and Emotional Learning Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3 5,6
<b>Additional Teacher support in Year 6.</b> To provide extra 1:1 and small group teacher tuition for disadvantaged pupils in Year 6 in the Maths and English (Spring Term 2024).	Disadvantaged pupils in Year 6 access individual and small group support from an experienced Year 6 teacher to develop their reading comprehension skills, writing composition and fluency in maths.	1,2,3, 5,6



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

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Targeted Academic Support</b> <ul style="list-style-type: none"> <li>- Small group tutoring in RWI phonics and Let's Get writing for years 3 and 4 pupils. (2 TAs).</li> <li>- Fresh Start Small group tutoring in phonics, reading fluency and writing for targeted pupils in Years 5 and 6. (1 T)</li> <li>- 1:1 individual reading support for pupils who are not reading at home.</li> </ul>	<p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/small-group-tuition/">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3,6
<b>1:1 Tuition</b> To provide 1:1 and small group tuition in the 'Den' nurture base for those pupils who struggle within a whole class setting. Appointment of a TA (0.6)	<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.</p> <p><a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition/">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3,4,5, 6
<b>To continue to invest into online personalised learning programmes.</b> TT Rock Stars, Numbots, Discovery Education, My Maths, Spag, Maths.co.uk	<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.</p>	1,2,3,6



## Wider strategies Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Engagement and well-being;</b> -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. <a href="#">EEF Using the Pupil Premium</a>	4,6,7
<b>Crisis Response SLA</b> To buy into Education Durham's Behaviour Intervention Service to support pupils in need additional social and emotional support.		3,4,5,6,7
<b>Targeted extra-curricular activities for disadvantaged pupils.</b>	We want to ensure our range of after school clubs are well represented by our disadvantaged pupils. We will actively encourage disadvantaged pupils to attend a range of after school clubs. <a href="#">EEF Using the Pupil Premium</a>	1,2,3,4,5,6,7
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. - Deputy Headteacher is the Designated Attendance Champion who work closely with vulnerable families to support improvements in pupil attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. <a href="#">Improving School Attendance</a>	4,6
<b>Parental engagement</b> 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. <a href="#">EEF Parental Engagement Guidance Report.pdf (educationendowmentfoundation.org.uk)</a>	1-7

**Total budgeted cost: £105,000**





## 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 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 2 performance data and our own internal assessments. Disadvantaged pupils performed just as well as non-disadvantaged pupils in school and above the national average for all pupils on Reading, Writing and Maths. No disadvantaged pupil achieved the higher level in Reading and Writing. 41% of disadvantaged pupils attained the higher level in Spelling, Grammar and Punctuation, this exceeds the national average for all pupils. 18% of disadvantaged pupils attained the higher standard in Maths.

#### Key Stage 2 Pupil Outcomes

##### Percentage of disadvantaged pupils achieving the expected standard at the end of Year 6.

Subject	School (disadvantaged) 17/48	School (non-disadvantaged)	National (all pupils)
Reading	82%	81%	78%
Writing	82%	84%	77%
Maths	88%	90%	79%
Spelling, Punctuation and Grammar	82%	87%	72%
Combined Reading, Writing and Mathematics	71%	77%	60%

##### Percentage of disadvantaged pupils achieving the greater depth standard at the end of Year 6.

Subject	School (disadvantaged)	School (non-disadvantaged)	National (all pupils)
Reading	0%	19%	8%
Writing	0%	32%	13%
Maths	18%	32%	24%
Spelling, Punctuation and Grammar	41%	65%	30%
Combined Reading, Writing and Mathematics	0%	19%	8%

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 of early reading in Key Stage 2.



COVID-19 is still impacting on pupil outcomes, particularly those that are disadvantaged in the lower year groups. Having a consistent and structured approach to the teaching of early reading and writing is having a positive impact on pupil progress.

## Year 3 and 4 Read Write Inc. Data

### Year 3: Storybook Tracker, 2022-2023

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Term Set	Total number of children	Group A	Group B	Group C	Ditty	Red	Green	Purple	Pink	Orange	Yellow	Blue	Grey	Comp
Baseline	21							7		3	7	4		
Autumn half term	21								7			3	11	
End of Autumn term	21									7			3	11
Spring half term	10									7				3
End of Spring term	6										6			
Summer half term														
End of Summer term	6										1	2	2	1

### Year 4: Storybook Tracker, 2022-2023

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Term Set	Total number of children	Group A	Group B	Group C	Ditty	Red	Green	Purple	Pink	Orange	Yellow	Blue	Grey	Comp
Baseline	10							2		3	2	3		
Autumn half term	10								2			5	3	
End of Autumn term	10									2			5	3
Spring half term	7									2				5
End of Spring term	2										2			
Summer half term														
End of Summer term	2												1	1

## Year 5 and Year 6 Fresh Start Interventions

### Year 5: Fresh Start, 2022-2023

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Term Set	Total number of pupils/school	Set 1 Sounds - single letters	Blending	Word Time 1.1-1.5	Set 1 Sounds - digraphs	Word Time 1.6 and 1.7 (Intro Module)	Set 2 Sounds (Modules 1 to 3)	Set 3 Sounds (Modules 4 to 13)	Modules 11 to 15	Modules 16 to 25	Modules 26 to 33	Completed
Baseline	2		1				1					
Autumn half term	2			1				1				
End of Autumn term	2				1			1				
Spring half term	2					1			1			
End of Spring term	2						1			1		
Summer half term												
End of Summer term	2								1		1	

### Year 6: Fresh Start, 2022-2023

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Term Set	Total number of pupils/school	Set 1 Sounds - single letters	Blending	Word Time 1.1-1.5	Set 1 Sounds - digraphs	Word Time 1.6 and 1.7 (Intro Module)	Set 2 Sounds (Modules 1 to 3)	Set 3 Sounds (Modules 4 to 13)	Modules 11 to 15	Modules 16 to 25	Modules 26 to 33	Completed
Baseline	8						1	1	3	2	1	
Autumn half term	8							2		2	3	1
End of Autumn term	7							2		2	3	
Spring half term	7								2		2	3
End of Spring term	4								2		2	
Summer half term												
End of Summer term	4									2		2

The Fresh Start Intervention is impacting positively on pupils' reading and writing skills, fluency, confidence and pleasure for reading.



### **Whole school developments**

Investment into the Read, Write Inc. Phonics Programme. Investment into the Read, Write, Inc. Spelling Programme. Implementation of the Read, Write, Inc. Literacy and Language English scheme from Years 2 to 6.

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

Further investment into the Oxford Reading Spine. Guided reading imbedded in Years 3 - 6 to support pupils to develop fluent reading capabilities and comprehension strategies.

Implementation of the Read, Write, Inc. Spelling programme where pupils are taught in mixed year groups based on their spelling ability.

### **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 2022-2023 for a small number of pupils. 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 2022-2023 was 94% which was line with the national average for all schools. Our disadvantaged pupils' attendance was 91%. Improving the attendance of our most disadvantaged pupils continues to be a priority for school.

## **Externally provided programmes**

<b>Programme</b>	<b>Provider</b>
Read Write Inc. Phonics	Ruth Miskin
Read, Write, Inc Spellings	Ruth Miskin
Read, Write Inc. Literacy and Language	Ruth Miskin
Reading Buddies	Oxford Reading Spine
TTRock Stars online multiplication programme	Maths Circle Ltd.

