



# Pupil premium Strategy Statement 2021 - 2022

## School overview

School name	<b>Lutton St Nicholas Primary Academy</b>
Pupils in school	<b>93</b>
Proportion of disadvantaged pupils	<b>18.9%</b>
Pupil premium allocation this academic year	<b>£24,210</b>
Academic year or years covered by statement	<b>1</b>
Publish date	<b>September 2021</b>
Review date	<b>June 2022</b>
Statement authorised by	<b>Elaine Radley (CEO)</b>
Governor lead	<b>TBC</b>

## Disadvantaged pupil progress scores for last academic year

Due to the cancellation of statutory assessments in 2020 and 2021, internal assessment data (utilising Cornerstones assessments) has been used to identify areas for development and PP spending.

	Reading%		Writing%		Maths%		Combined%	
	PP	Not PP	PP	Not PP	PP	Not PP	PP	Not PP
<b>Year 1 (4)</b>	0	50	25	70	0	30	0	30
<b>Year 2 (4)</b>	0	50	0	20	0	60	0	20
<b>Year 3 (4)</b>	25	56	25	33	25	55	25	33
<b>Year 4 (4)</b>	0	47	25	59	25	59	0	47
<b>Year 5 (2)</b>	50	86	50	43	50	72	50	43
<b>Year 6 (5)</b>	60	78	60	78	100	78	60	78

## Strategy aims for disadvantaged pupils

Measure	Key indicator
Attainment – EXS+	Narrowing the gap between PP and non-PP learners in reading, writing and maths

	Analysis of EYFS outcomes, phonics screening check, PiXL assessments and termly data input to monitor and evaluate the effectiveness of the PP spending
Achieving high standard at KS2	<p>Y6 teacher assessments – July 2021 – PP combined GDS = 0%  Non-PP combined GDS = 0%</p> <p><b>2019 outcomes PP/National</b>  <b>PP combined = 5%</b>  <b>Non PP combined = 13%</b></p>

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received paid-for training and the availability of all necessary resources to deliver the Read Write Inc phonics scheme effectively
Priority 2	Ensure that staff have a secure understanding of the PP spending alongside evidence-based interventions to support PP learners across the school
Barriers to learning these priorities address	Lack of understanding of the PP budget and strategy

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in reading, writing and mathematics	<p>To ensure that all PP children are identified and supported (using high quality intervention sessions including PiXL Therapies) to make accelerated progress in all year groups.</p> <p>To develop children's problem solving and reasoning skills in order to apply fluency skills across the maths curriculum</p> <p>To utilise whole class reading lessons and sharing of stories to target and support PP children and provide exposure to high quality texts and a widening vocabulary</p> <p>To embed opportunities for progression within and across Gedney Church End Academy curriculum to support PP learners to make accelerated progress</p>	<p>June 2022</p> <p><b>Milestones</b></p> <p><b>October 2021</b> – Pupil progress meetings utilised to identify intervention groups and create a PP provision map</p> <p>Review of PP provision map at every data point in the year to identify strengths and areas for development</p>
Phonics	To raise the percentage of PP children achieving the expected standard in the Y1 Phonics Screening Check and retake in Y2.	June 2022
Phonics	To implement a high-quality phonics provision in EYFS and KS1 to ensure that all learners have a secure phonological understanding	June 2022

### Targeted academic support for current academic year

Measure	Activity
Priority 1	To deliver whole staff training to raise standards in the teaching and learning of phonics
Priority 2	To deliver high-quality intervention for PP learners through in-class support, additional sessions and 1:1 tutoring (utilising PiXL therapies)
Priority 3	To develop PP children's listening and attention and communication skills through the delivery of high-quality intervention in EYFS and KS1

Priority 4	To provide QFT intervention sessions for PP learners in all year groups
Priority 5	To support PP learners with tools and resources to support engagement with the curriculum to allow accelerated progress
Priority 6	<p><b><u>Pedagogy</u></b></p> <p>Coaching and mentoring within school to ensure consistency of approach in:</p> <ul style="list-style-type: none"> <li>• Feedback and use of assessment.</li> <li>• Explaining and modelling.</li> <li>• Practice and retrieval.</li> <li>• Effective use of key objectives to plan and assess.</li> <li>• Questioning.</li> </ul>
Barriers to learning these priorities address	<p>Access to high quality texts and a wide vocabulary</p> <p>Gaps in learning between PP and non-PP children widening as a result of the Covid-19 lockdown.</p>
Projected spending	<p>New Phonics programme – Bug Club Phonics = £2,500</p> <p>Phonics training and resources = £4,000</p> <p>Reading resources = £3,500</p> <p>QFT intervention resources = £1000</p> <p><b>Total spending = £11,000</b></p>

#### Wider strategies for current academic year

Measure	Activity
Priority 1	To ensure that PP learners attend school and are engaged in learning through our Education Care Officer (employed across both schools in the Federation)
Priority 2	To engage with families to support PP learners' academic, social and emotional wellbeing through the Education Care officer
Priority 3	To create a supportive and inclusive intervention provision to develop learners emotional and social development to allow them to engage in learning (resourcing and delivering interventions)
Priority 4	To offer quality, evidence-based intervention to support the pastoral needs of PP children
Priority 5	<p>To provide real-life, hands on and practical experiences to inspire and motivate learners to engage with the curriculum.</p> <p>Limited opportunities for disadvantaged children to apply/bring contextual experiences to their learning – to develop and apply their language and communication skills to enable greater comprehension and inference in reading and organisation and composition in writing.</p> <p>The Sutton Trust toolkit identifies positive gains in progress for Arts participation, outdoor learning and sports participation as having positive effects on pupil outcomes.</p>

Barriers to learning these priorities address	Improved attendance for PP children Lack of self-regulation skills to overcome barriers to be able to access learning and make progress
Projected spending	Music Tuition (Rock Steady Music school) = £2,500 Employment of a TAC Lead = £5,500 Resources and furniture for pupil support room = £600 Enrichment funding for trips and experiences = £4,500  <b>Total spending = £13,100</b>

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided to release teachers to complete CPD Implementation of a monitoring and evaluation schedule to provide a framework for all parties to work within to ensure consistency across the school
Targeted support	Ensuring intervention groups are utilised to plug gaps and allow children opportunities to consolidate learning in order to	Maths lead paired with part-time teacher returning from parental leave to free up 2 days a week to lead small groups.
Wider strategies	Engaging the families facing most challenges	Working closely with the LA and Early Help - Autumn Term of 2021 Subsidised trips and enrichment opportunities