

LINGHAM PRIMARY SCHOOL: Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium 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	Lingham Primary School
Number of pupils in school	388 (March 2022)
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2025/2026
Date this statement was published	March 2023
Date on which it will be reviewed	July 2023
Statement authorised by	L. Doyle, Headteacher
Pupil premium lead	L.Doyle, Headteacher
Governor / Trustee lead	Ceri Jones, CoG to Jan 2023 and lead for disadvantaged pupils J. Kelly, CoG from Feb 2023

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£220,122
Recovery premium funding allocation this academic year	£16,857 Recovery £20,925 NTP (AM & School Led)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£319,011 of £257,904 £61,107 shortfall from delegated budget

<p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	
--	--

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

High-quality 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 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 for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including 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	<p>ORAL LANGUAGE/SPEECH and LANGUAGE/VOCABULARY NEEDS:</p> <p>Assessments, observations, and discussions indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from 2 Year olds through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>Growing number of pupils with Speech and Language delays particularly for our disadvantaged children.</p> <p>Additional paid services:-</p> <ul style="list-style-type: none"> • Wirral Community NHS Trust / SALT • Language Box • Beanstalk • NELI / Wellcomm • Little Wandle – Revised Letters and Sounds • 2.5 hours daily for academic mentor to deliver rapid catch-up programme in KS2 = £1,638 • 2 hour daily TA to deliver keep-up phonics in FS/KS1 (2x TA's)
2	<p>PHONICS/EARLY READING:</p> <p>Assessments, observations, and discussions suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>Additional paid services:-</p> <ul style="list-style-type: none"> • CPD • Little Wandle Letters & Sounds • Phonics Bug • 2.5 hours daily for academic mentor to deliver rapid catch-up programme in KS2 – No cost as above box Sch led • 1 hour daily TAs to deliver keep-up phonics in FS/KS1 • Literacy Counts • Guided reading resources – Big Cat linked to LW

3	<p>MATHS ATTAINMENT: Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is still below that of non-disadvantaged pupils.</p> <p>Additional paid services:-</p> <ul style="list-style-type: none"> • CPD – Maths Hub ECT and Mastery Working Groups / Tara Loughran Wirral Offer for Maintained Schools • White Rose Scheme • Times Tables Rock Stars • National Tutoring Program – Tutor
4	<p>WRITING ATTAINMENT: Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>Additional paid services:-</p> <ul style="list-style-type: none"> • CPD • Talk 4 Writing • Little Wandle Letters & Sounds • Phonics Bug • Phonics Tracker • 30 Minutes daily of all TA's for targeted Phonics intervention groups • Literacy Counts • Guided reading resources • School Led Tutoring – Academic Mentor & Tutor
5	<p>SOCIAL and EMOTIONAL NEEDS: Our assessments, including observations and discussions with pupils and families have identified social and emotional issues for many pupils and families, during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>We have increased numbers of pupils with SEMH as an additional need, increased numbers of pupils requiring additional Mental Health support and additional numbers of pupils requiring emotional support.</p>

	<p>Increasing parental concerns over children's behaviour outside school.</p> <p>School referrals for support have markedly increased during the pandemic.</p> <p>Additional paid services:-</p> <ul style="list-style-type: none"> • CPD • ELSA • Brierz Counselling • ADHD Foundation • Solihull – Parent Support App • 2 year old provision • Pastoral Lead • SENCO • 2 additional year group teachers to facilitate smaller classes • Team Teach CPD (positive handling and de-escalation) • Staff online CPD (Tes)
6	<p>ATTENDANCE:</p> <p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been 12.1% (last year) - 13.7% (this year) lower than for non-disadvantaged pupils between September and November of each year. Autumn Term 2022: 23.6% of these pupils fell into the PA category due to unauthorised absence or holiday, 94.7% fell into the PA category due to illness and 2.6% of these pupils fell into the PA category due to unauthorised late's.</p> <p>27.1% of disadvantaged pupils have been 'persistently absent' compared to 13% of their peers during September 2022 and November 2022 and 35% of disadvantaged pupils were 'persistently absent' compared to 24% of their peers during September 2021 and November 2021. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>• PP pupil attendance (Nov 2022 92%) is lower than all school pupil attendance (Nov 2022 93.8%) – although the gap has reduced over time. Attendance for Nov 2021: All pupils 92.7%. PP pupils 91.7%.</p> <p>Additional paid services:-</p> <ul style="list-style-type: none"> • Family Liaison and Attendance Coordinator (FLAC) • Independent Education Social Worker • Solihull Parenting Support App • Family Toolbox

	<ul style="list-style-type: none">• Wirral Attendance Service• Brierz Counselling• CAMHS MHST
--	---

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. Termly Wellcomm/NELI assessments will show improvement.
Improved phonics/early reading attainment among disadvantaged pupils.	Phonics data and reading outcomes in 2024/25 show that % of disadvantaged pupils meeting the expected standard is close to/matches the national data.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that the % of disadvantaged pupils meeting the expected standard is close to/matches the national data.
Improved Writing attainment for disadvantaged pupils at the end of KS2.	KS2 Writing outcomes in 2024/25 show that the % of disadvantaged pupils meeting the expected standard is close to/matches the national data.
To achieve and sustain improved mental health and wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils in line with national average and there to be no attendance gap between disadvantaged pupils and their non-disadvantaged peers. • the percentage of all pupils who are persistently absent being below the national figure and the figure among disadvantaged pupils being no more than the figure for their peers.

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: **£148,510**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Purchase of standardised diagnostic assessments (NTS: Maths) • Purchase of standardised diagnostic assessments (Reading-Wise NRT: Reading) • Grammar – SPAG.com • NFER = none verbal tests • Training for staff to ensure assessments are interpreted and administered correctly. 	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	2, 3
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>NELI / Wellcomm & Speech & Language training</p> <ul style="list-style-type: none"> • We will purchase resources and fund ongoing teacher training and release time. • We will purchase high quality text for cross curricular subjects 	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1,2

<ul style="list-style-type: none"> • We will purchase additional guided reading books, particularly for upper KS2 • Little Wandle resources inc Guided Reading Books • Top up reading books KS2 • Purchase additional Literacy Counts units and CPD for staff • IDL Literacy Sub • Racing to English (SEND) • We will purchase additional 1:1 reading support for targeted pupils through Beanstalk • Bug Club for KS2 (Pearsons) • Release time for Reading Lead and English Lead coordinator to support staff and monitor outcomes • Release time for Literacy Coordinator with Wirral LA 		
<p>Embed of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <ul style="list-style-type: none"> • CPD for staff – Reading leader release for coaching, training and monitoring & assessing 	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2

<ul style="list-style-type: none"> • Embed Little Wandle Letters and Sounds to link and build upon new Dimensions Curriculum already in place (from Sept 2022) 		
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <ul style="list-style-type: none"> • Teacher release time • Subject Leader release time • ECT release • White Rose Hub • Times Tables Rock Stars • First 4 Maths – EYFS (F1) support for Maths Teaching 	<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>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, Mastering Number Programme, Wirral Offer – Tara Lougran Training).</p>	3
<p>Improve the quality of social and emotional (SEML) learning.</p> <p>SEMH approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <ul style="list-style-type: none"> • MindUp! Ongoing CPD of new staff, Senco to monitor delivery • ELSA TA 	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5

<p>Additional Staffing to support vulnerable children, while under assessment</p> <ul style="list-style-type: none"> • 1:1 / Group counsellor – Brierz Counselling • Listening Ear • ADHD Foundation • Residential Trip subsidised • Parental support for Mental Health including supporting parents to access adult services 2 days per week Pastoral Lead 		
--	--	--

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

Budgeted cost: **£32,402**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional vocabulary sessions to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <ul style="list-style-type: none"> • Ed Phyc • MEAS 	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1,2,4
<p>Additional Speech and Language sessions to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <ul style="list-style-type: none"> • Language box • SALT (NHS) 	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1,2,4
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration NTP.</p> <ul style="list-style-type: none"> • 30 minutes a day of all TA's for targets phonics support groups 	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2

<p>Engaging with the school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. Target speech & lang, SEND support, Early reading reading</p> <ul style="list-style-type: none"> ○ Spring Term School Led Tutor 40% funding for 1 day per week ○ Summer Term School Led Tutor 40% funding for 2 day per week spring term ○ Academic Mentor to support small group catch up in Y2 40% funding 	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2,3,4</p>
--	--	--------------

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

Budgeted cost: **£138,099**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p> <ul style="list-style-type: none"> • Team Teach staff CPD • Tes Global Online staff CPD (50%) 	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	5
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and supporting attendance/support officers to improve attendance.</p> <ul style="list-style-type: none"> • FLAC salary 3 days p/w • ESWO • Solihull Parenting App Support 	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>Contingency fund for acute issues.</p> <p>Additional teacher, if required, to support specific year groups where disadvantaged pupils are mostly impacted.</p> <ul style="list-style-type: none"> • Additional Year 6 teacher mostly pupil premium cohort 	<p>Based on our experiences and those of similar schools to ours, 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>	All

<ul style="list-style-type: none"> • Additional Year 2 teacher mostly pupil premium cohort to assist Recovery Curriculum Plans with additional SEMH identifiers following the pandemic • Additional staff to support lunchtime and additional early years pupils 		
--	--	--

Total budgeted cost: £319,011

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.

Our end of year data across all years groups 2021/22 indicate that the disadvantaged gap has not closed, despite our best efforts.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources via Google Classroom and devices being made available for all pupils who requested them.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted past years, primarily due to COVID-19-related issues. 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.

Externally provided programmes

Programme	Provider
*Additional Speech and Language therapist half a day a fortnight	Wirral Community NHS Trust Language Box
*Specialist Support bought in for Literacy interventions	Orrets Meadow school
*Quality CPD for teaching staff	Various, mainly Schools Improvement Liverpool
*School based counsellor/therapist employed 1 day per week to work directly with groups of pupils and individual pupils.	The Brierz Counsellin
Educational Social Welfare Officer	ESWO External Provider

Supply costs for release time to maintain and train new staff as well as resources where applicable	<ul style="list-style-type: none"> • Neli / Wellcomm • New Dimensions Literacy & Numeracy Curriculum • Literacy Counts • Maths Hub • Mind Up! • ELSA • Educare online CPD • Additional SENCO time due to cohort SEMH needs & Mental Health training with Leeds Beckett University
Targeted 1:1 reading support	Beanstalk
Letters and Sounds linked with whole school New Dimensions Curriculum	Little Wandle
Maths Resource	White Rose Hub
Maths Resource	Times Tables Rock Stars
Additional SEND support	ADHD Foundation
Parenting Support App	Solihul Parenting Support App
Positive handling and de-escalation training for KS1	Team Teach Training CPD