

LINGHAM PRIMARY SCHOOL: Pupil premium strategy statement

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	Lingham Primary School
Number of pupils in school	376 (Nov 21)
Proportion (%) of pupil premium eligible pupils	41.8%
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	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	P.Malcolm, Headteacher
Pupil premium lead	L.Doyle, Deputy Headteacher
Governor / Trustee lead	Ceri Jones, CoG and lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£196,265
Recovery premium funding allocation this academic year	£5265 Recovery £15,592 NTP (12/12ths)
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	£257,301 of £217,122 £40,179 shortfall from delegated budget

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 • Beanstalk • NELI / Wellcomm • Phonics Bug • Phonics Tracker • 30 minutes daily of all TA's for targeted Phonics intervention groups.
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 • Phonics Tracker • Little Wandle Letters & Sounds • Phonics Bug • 30 Minutes daily of all TA's for targeted Phonics intervention groups • Literacy Counts • Guided reading resources

3	<p>MATHS ATTAINMENT: Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>Additional paid services:-</p> <ul style="list-style-type: none"> • CPD • Maths hub • White Rose hub • Times Tables Rock Stars • National Tutoring Program - Tutors
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 • National Tutoring Program – Academic Mentor
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 • Family Liaison Officer (FLAC) • SENCO • 2 additional year group teachers to facilitate smaller classes • 3 Kickstart scheme classroom support staff • Team Teach CPD (positive handling and de-escalation) • Staff online CPD (Educare)
<p>6</p>	<p>ATTENDANCE:</p> <p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 7.8% (last year) - 11% (this year) lower than for non-disadvantaged pupils between September and November of each year). Autumn term 2021: 8.4% of these pupils fell into the PA category due to positive covid result, 4.9% fell into the PA category due to medical reasons and 3.5% fell into this category due to unauthorised absence or holiday.</p> <p>35% of disadvantaged pupils have been 'persistently absent' compared to 24% of their peers during September 2021 and November 2021 and 18.4% of disadvantaged pupils were 'persistently absent compared to 10.6% of their peers during September 2020 and November 2020.. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <ul style="list-style-type: none"> • PP pupil attendance (Nov 2021 91.67%) is lower than all school pupil attendance (Nov 2021 92.99%) – although the gap has reduced over time. Attendance for Nov 2020: All pupils 95.4%. PP pupils 94.4%. <p>Additional paid services:-</p> <ul style="list-style-type: none"> • Family Liaison Officer (FLAC) • ESWO • Solihull Parent Support App

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.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <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.	Sustained high attendance from 2024/25 demonstrated by: <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: **£58,665**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Purchase of standardised diagnostic assessments (Rising Stars NTS: Reading Maths) • 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</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 • We will purchase additional guided reading books, particularly for upper KS2 	<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"> • Purchase additional Literacy Counts units and CPD for staff (Talk for Writing) • IDL Literacy Sub • Racing to English • Purchase additional reading books to link with the new Dimensions Curriculum subjects to link to text • We will purchase additional 1:1 reading support for targeted pupils through Beanstalk • Phonics Bug Club (Pearsons) • Release time for Literacy Coordinator to maintain, train and monitor Literacy across the school 		
<p>Purchase 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 • Purchase Little Wandle Letters and Sounds to link and build upon new Dimensions Curriculum already in place (from Sept 2022) 	<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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the</p>	3

<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).</p> <ul style="list-style-type: none"> • Teacher release time • Subject Leader release time (0.5 per half term) • EEF recommended Maths Intervention and CPD for staff • White Rose Hub • Times Tables Rock Stars 	<p>Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	
<p>Improve the quality of social and emotional (SEML) learning.</p> <p>SEML 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 - 2 days p/a of SENCO time • ELSA TA 1 day • 1:1 / Group counsellor – Brierz Counselling • Listening Ear • ADHD Foundation 	<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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5

<ul style="list-style-type: none">• Residential Trip subsidised <p>Parental support to access adult services 2 days per week Family Liaison Coordinator (FLAC) time</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£43,780**

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"> • 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"> • SALT 	<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 National Tutoring Programme to provide a blend of tuition,</p>	<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:</p>	2,3,4

<p>mentoring and 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.</p> <ul style="list-style-type: none"> • Academic Mentor week Jan to Jul to aid Recovery Literacy Curriculum • NTP Tutor for targeted small groups, 60% of these Pupil Premium to support Numeracy Recovery Curriculum. NTP Tutor Allocation 21/22 to support Numeracy Recovery Curriculum = £15,592 (75%) + £5,197 (25% School Catch Up) = £20,790 <ul style="list-style-type: none"> ○ 3 days p/w teacher ○ NTP Tuition Program £12,433 purchase tutors or school led tutors (75%) + Catchup Funding (25%) of £4,150 • NTP Tutor for targeted small groups, 60% of these Pupil Premium to support Recovery 	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
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Curriculum Summer 2021 term (Catch Up)		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£154,856**

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 • Educare 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 5 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 1 teacher mostly pupil premium cohort to assist Recovery Curriculum Plans with additional SEMH identifiers following the pandemic • 2 staff to provide 2 year old provision for half capacity • 3x Kickstarter Scheme personnel for 6 months. Catchup fund to cover short fall of scheme payments 		
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Total budgeted cost: £257,301

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

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 last year, 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 / SALT
*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 • PhonicsTracker • 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	Solihull Parenting Support App
Positive handling and de-escalation training for KS1	Team Teach Training CPD