

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Lingfield Primary School
Number of pupils in school	2023/2024 431 2024/2025 2025/2026
Proportion (%) of pupil premium eligible pupils	2023/2024 19.5% (23.8 N 22/23) 2024/2025 2025/2026
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	July 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Cassie Puplett
Pupil premium lead	Cassie Puplett
Governor / Trustee lead	Cameron Turner

## Funding overview

Detail	Amount
Pupil Premium funding allocation 2023-2024	£129,495
Recovery premium funding 2023-2024	£ tbc
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
School led tutoring 2023-2024	£ tbc
<b>Total budget for 2023-2024</b>	£129,495+
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

*\*see details of spend under Targeted Academic Support*

# Part A: Pupil premium strategy plan

## Statement of intent

At Lingfield we believe that **all** children have the right to high quality teaching and learning irrespective of their background. We know that the success of any strategy has to be underpinned by an effective approach to implementation and rigorous monitoring. Positive relationships with pupils and their families (who are intended to benefit the most from the work outlined in this strategy) is also important; this is one of our whole school values and at the heart of our teaching and learning philosophy.

As a whole school staff, we get to know our children and families well, often having taught siblings from the same families. We care personally but also challenge directly when we need to; we offer support, both educationally and emotionally; we're warm, friendly and approachable and we have a secure, reliable staff. Because we invest in building positive relationships, our families trust us. They know that their children, especially our most vulnerable, are in the best possible hands.

Over recent years, we have developed a consistent approach to tackling the attainment gap between advantage and disadvantage. Fundamentally, this has been built on research from the Education Endowment Foundation; best practice adapted from schools renowned for their success with disadvantaged pupils and through reading key work by authors such as Marc Rowland.

Serving a more complex community than our postcode suggests, means we constantly review and aim to improve what we offer our pupils. Our core, on-going provision, based on sound evidence and experience, accounts for a significant part of the funding we receive. How we spend the remainder is considered carefully and matched to our SDP priorities. We know that investing in quality first teaching benefits all pupils; we know that early intervention is key; we know that a commitment to ongoing, quality professional development is essential and we know that the lowest attaining pupils need the best instruction, either from the teacher themselves or well-trained, skilled teaching assistants. At Lingfield, we adopt all these approaches.

In this strategy statement, we detail the ongoing expenditure invested in tried and tested approaches as well as the new initiatives aimed at tackling identified gaps.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

<b>Challenge number</b>	<b>Detail of challenge</b>
	<i>*A significant number of our disadvantaged pupils fall into multiple categories of support</i>

1	Historically within our school, high need support is provided to a significant minority of pupils where parental engagement is poor, aspirations are low and levels of parental literacy is also limited.
2	We are significantly involved in supporting a number of children who have or continue to experience a variety of ACEs and increasing volatility and disruption in their home lives. This has resulted in a greater need to support the work carried out by our DSLs and a rise in children with outside agency support and child protection plans.
3	Post pandemic and ongoingly, we have seen a significant rise in Special Educational Needs resulting in an increase in EHCPs and EHCNAs; 3.4% in 2021, 4% in 2022 and 2023 with a possibility of 5.3% 2023/2024
4	Post pandemic and ongoingly, we have seen a significant increase in social and emotional needs, mental health concerns and anxiety for many of our disadvantaged pupils and those with SEND. This has resulted in a hike in referrals to CAMHS and other professional services including support from the STIP team.
5	<p>Since our last inspection, attendance of our disadvantaged pupils was starting to show signs of improvement (internal data/case studies).</p> <p>Attendance for our disadvantaged pupils for 2022/23 was 90.8% compared to 94.2% for non-disadvantaged pupils. (+3.4%) Persistent absence for 22/23 was 17% compared to national 19% (see FFT attendance tracker)</p> <p>Persistent absence for a key group of families (under the EWO) contributes to this lower than national picture.</p> <p><i>Attendance was no longer identified as a school priority in our Ofsted inspection (April 2021). However, in order to maintain the gains and best practice we have established, we will continue with the strategies outlined in this report</i></p>
6	<p>In Reading and the PSC, internal data shows a historic trend of good attainment for disadvantaged pupils at the end of EYFS and KS1 because of our embedded approach to early language development, securing the phonetic code and early reading.</p> <p>Attainment in Reading for disadvantaged pupils <b>with</b> SEND and those in Y5 and Y6, however, continues to be a focus for support and intervention linked to our “maintain the gains” SDP priority. We recognise that the gains we have achieved within this pupil group are fragile and need to be maintained to ensure sustained, ongoing progress.</p> <p><b>2023 Reading Outcomes</b></p> <p><b>EYFSP:</b> 100% PP achieved a good level of development in reading (7/7)</p> <p><b>Year 1 PSC:</b> (95% overall) 83% PP (15/18) passed 100% w/o SEND</p> <p><b>Year 2:</b> (75% overall ARE+) 57% PP achieved ARE (8/14) 78% w/o SEND (7/9)</p> <p><b>Year 3:</b> (79% overall ARE+) 73% PP achieved ARE (8/11) 88% w/o SEND (7/8)</p> <p><b>Year 4:</b> (75% overall ARE+) 77% PP achieved ARE (10/13) 88% w/o SEND (7/8)</p> <p><b>Year 5:</b> (78% overall ARE+) 67% PP achieved ARE (10/15) 83% w/o SEND (10/12)</p> <p><b>Year 6:</b> (71% overall ARE+) 33% PP achieved ARE (3/9) 50% PP w/o SEND (3/6)</p>
7	<p>Internal data shows that achieving ARE+ in writing continues to be slower than Reading and Maths and remains a primary area for accelerating progress. With the impact of our previous focus on Reading and Maths increasingly evident, maintaining the gains in these subjects and continuing to improve outcomes in Writing across the school for all pupil groups remains our focus.</p> <p><b>2023 Writing Outcomes</b></p> <p><b>EYFSP:</b> 57% PP achieved GLD in writing (4/7)</p> <p><b>Year 1</b> (66% ARE+ overall) 56% PP ARE (10/18) 62% w/o SEND (8/13)</p> <p><b>Year 2:</b> (72% ARE+ overall) 43% PP ARE (6/14) 56% PP w/o SEND (5/9)</p>

<p><b>Year 3:</b> (72% ARE+ overall) 45% PP ARE (5/11) 63% PP w/o SEND (5/8)</p> <p><b>Year 4:</b> (64% ARE+ overall) 69% PP ARE (9/13) 100% PP w/o SEND</p> <p><b>Year 5:</b> (67% ARE+ overall) 54% PP ARE (8/15) 67% PP w/o SEND (8/12)</p> <p><b>Year 6:</b> (69% ARE+ overall) 56% PP ARE writing (5/9) 83% PP w/o SEND (5/6)</p> <p><b>2023 Maths Outcomes</b></p> <p><b>EYFSP:</b> 100% PP achieved a GLD (7/7)</p> <p><b>Year 1:</b> (78% overall) 72% PP ARE+ (13/18) 85% w/o SEND (11/13)</p> <p><b>Year 2:</b> (87% ARE+ overall) 57% PP ARE (8/14) 78% w/o SEND (7/9)</p> <p><b>Year 3:</b> (77% ARE+ overall) 54% PP ARE (6/11) 76% w/o SEND (6/8)</p> <p><b>Year 4:</b> (81% ARE+ overall) 100% PP ARE (13/13)</p> <p><b>Year 5:</b> (75% ARE+ overall) 74% PP ARE (11/15) 91% w/o SEND (11/12)</p> <p><b>Year 6:</b> (68% ARE+ overall) 44% PP achieved ARE (4/9) 67% PP w/o SEND (4/6)</p>
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## 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 the life chances of our most vulnerable, disadvantaged pupils with special educational needs	Engagement with the school will show that families are responding well to the interventions/support available to them, often involving multiple agencies. Pupils will show greater readiness to learn and, as a result, will make accelerated progress across the curriculum over time and from their individual starting points
To support the behaviour needs of an identified group of pupils with SEMH  To embed the school's Behaviour Curriculum	Impact will be evident through reduced CPOMS entries pertaining to SEMH/behaviour needs CAMHS referrals will reduce in this area and those receiving support will be making progress Through observations, pupils will: reflect improved mental health awareness; increased resilience and improved knowledge of how to make smart choices in self-regulation Suspensions will reduce over time The Behaviour Policy will be understood by all stakeholders and implemented consistently and effectively across the school
To achieve age related expectations or, where the gap is significant, to accelerate progress towards this in all core subjects.  For higher attaining pupils to continue on this trajectory towards Greater Depth Standards	End of year assessments will show year on year improvements with attainment moving towards or above National for identified priority groups including disadvantaged pupils and those with SEND  <i>Attainment of PP (w/o SEND) is consistently strong compared against non-PP. Writing continues to be a focus for 2023/24</i>

	An increasing number of higher attaining disadvantaged pupils will achieve greater depth standard over the duration of this strategy
To improve and sustain attendance of targeted pupils	Overall attendance will be in-line with or above National with a clear pattern of decreasing persistent absence evident. <i>See FFT Attendance tracker</i>
To develop pupils' cultural capital through an enriching and enhanced curriculum	Curriculum developments will be further embedded. Evidence in books; attendance to extra curricular clubs; representing the school at sporting events; having opportunities to learn beyond the classroom and learning to play an instrument will be commonplace for our disadvantaged pupils. (School vision)

## 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: £*

Key	Discontinued	Completed	Current/Ongoing
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Activity	Evidence that supports this approach ( <i>EEF toolkit</i> )	Challenge number(s) addressed
Continual access to quality in-house and online CPD (National College), reading and research for teachers and TAs <i>£2,500 (annual allocation)</i> <i>23/24 £1,794</i>	Investing in ongoing, high quality professional development is at the heart of effective school improvement. Quality first teaching is the number one way to improve progress for the most disadvantaged. Investing in our teachers' ongoing subject knowledge is part of our school culture <ul style="list-style-type: none"> <li>- TDT</li> <li>- EEF toolkit/ CPD summary</li> <li>- Ofsted best practice (EiF)</li> <li>- Putting Staff First (Uttley/Tomsett)</li> <li>- Lingfield Culture Deck</li> </ul>	All
Implementation of The Write Stuff writing scheme (second year) <i>£150</i>	This scheme weaves together opportunities for children to be creative and independent in their writing whilst also being rigorously taught key grammar knowledge. A wide range of video, picture and text stimuli are used to engage	7

	children and link writing to our Contexts for Learning where appropriate. The training continues in bite-size chunks throughout the year to ensure teachers' CPD is embedded. The resources and planning available reduce teacher work-load which allows teachers time to plan and prepare rich language and experience days to enrich and develop the learning of our vulnerable pupils	
Increased leadership capacity for managing safeguarding and increasing SEMH needs, behaviour and SEND caseloads  £ 51,720 (DSL/SENDco)	Well-trained, experienced and qualified leaders, with specific responsibility for working directly with our rapidly increasing SEND and safeguarding caseload, ensure pupil's safety, behaviour, wellbeing and access to education are our number 1 priority for all pupils.  By prioritising the needs of our most vulnerable children and their families, all pupils achieve better; teacher wellbeing is maintained and the capacity for other leaders to focus of school improvement is sustainable	1,2,3,4
Expansion of Specialist Teacher model	Effective quality first teaching is at the heart of sound pupil progress. Small group tuition for pupils with highly specific SEND, following a bespoke specialist provision model, will allow identified pupils working significantly below their peers, to maximise progress.	6,7

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain and sustain PT speech and language assistant <i>Annual ongoing cost £13,851</i>	Internal data shows pupils make accelerated progress in these interventions.	3,4,6,7
Maintain and sustain EYFS SEND/speech and language assistant inc. ETB intervention <i>Annual ongoing cost £19,930</i>	Early intervention of oral language and vocabulary development is at the heart of best practice/QF teaching. Targeted intervention, led by well trained staff aids progress	
Fresh Start TA intervention <i>Annual ongoing cost £2,364</i>	<ul style="list-style-type: none"> <li>- EEF toolkit</li> <li>- EEF Early Literacy/Numeracy Recommendations</li> <li>- Closing the Reading Gap (Quigley)</li> </ul>	
1:1 reading tuition before and after school		

(funded by NTP 2023-2024)	<ul style="list-style-type: none"> <li>- Closing the Vocabulary Gap (Quigley)</li> </ul>	
Small group maths intervention (WhiteRose)		
Read, Write Inc Comprehension intervention		
Small group before school maths tuition for targeted Y6 pupils (inc GDS) Annual ongoing cost £6,536		
Maintain and sustain in class targeted maths support through SLT Annual ongoing cost £14,993		

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain and sustain a full-time Thrive practitioner and licence for one other member of staff Annual cost £23,136	<p>In house assessments and observations show that almost all pupils in receipt of Thrive make good progress in their emotional development and in some cases this is accelerated. The impact of this intervention improves children's ability and readiness to learn in the classroom. Positive working relationships between home and school are also fostered.</p> <ul style="list-style-type: none"> <li>- The Thrive Approach</li> <li>- EEF metacognition and self regulation summary report</li> </ul>	2,3,4
Continue 1:1 contact between senior leaders and targeted vulnerable families (Cost = LT time)	<p>Close involvement between our most vulnerable children, their families and the school is essential to ensure our pupils are safe, well cared for and to facilitate the positive impact of all other interventions. This builds engagement, ensures clear communication, fosters trust and improves relationships when younger siblings join our school. Additionally, at this time, parents are given tips and strategies to support learning, behaviour and SEND needs at home.</p> <ul style="list-style-type: none"> <li>- EEF Working with parents to support children's learning</li> <li>- Marc Rowland (various)</li> </ul>	1

<p>Sustain improving attendance through use of P/T attendance officer Annual ongoing cost £15,672</p>	<p>Internal data and individual case studies show the impact of our work on attendance as a result of recruiting an attendance officer. Close contact and a strong professional working relationship with our Educational Welfare Officer and rigorous communication around poor attendance also demonstrates our ongoing efforts to maintain the gains in this area.</p> <ul style="list-style-type: none"> <li>● FFT attendance tracker</li> <li>● DfE attendance toolkit</li> <li>● Listening to, and Learning from, parents in the attendance crisis</li> </ul>	<p>5</p>
<p>Specialist school dog mentor training</p>	<p>The Dog Mentor programme has built upon the benefits of the human-animal bond by providing children positive experiences with dogs that can help them educationally, developmentally, emotionally and socially.</p> <p>Over the last nine years, The Dog Mentor programme has been proven across the UK to have a positive impact on children in all areas including self-esteem, behaviour, peer relationships and better engagement skills. These improvements then result in improved academic achievement.</p>	<p>2,3,4</p>
<p>Training and implementation of an ELSA (Emotional Literacy Support Assistant)</p>	<p>The Emotional Literacy Support Assistant (ELSA) project is a targeted professional development intervention for Teaching Assistants, delivered and supervised by Educational Psychologists (EPs). The intervention aims to build the capacity of schools to support the social, emotional and mental health needs of their pupils. It is often referred to on the section F of pupil's EHCPs as provision to be offered by school. This will complement Thrive and facilitate a 2 tier approach to supporting children with SEMH/trauma/ACEs</p>	<p>2,3,4</p>

**Total budgeted cost: £152,646 (2023-2024)**

## 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.

#### Impact of interventions 2022-2023:

Our long-standing, embedded interventions, delivered by experienced and trained staff, continue to impact positively on outcomes for children in receipt of the intervention.

Almost all pupils make progress with many making accelerated progress.

- Thrive (increase from 18 to 27 receiving Thrive from 2021-2022)
  - 85% (23/27) made progress
  - 52% (12/23) increased by 1 or 2 levels
  - 1/27 = no progress (JF)
  - 3/27 = went backward (ZH, CM, MD) all PP
  
- 1:1 before and after school reading
  - 100% (18/18) made progress
  - 83% (15/18) made significant progress of more than 4 levels in 10 weeks
  
- Y6 Maths tuition (1 PP)
  - 100% (6/6)
  
- SALT (10 PP with SEND)
  - 50% (5/10) achieved targets and new ones set
  - 40% (4/10) partially achieved targets
  - 10% (1/10) no progress (specialist provision agreed)
  - 0 discharged

Our staffing structure is key to the successful implementation of this pupil premium strategy. This, however, also has the biggest impact on funding and has increased significantly since 2022 as detailed above.

The increased Leadership Team has provided essential capacity to meet the increasing, complex needs of the pupils at Lingfield. This is evidenced in our work with the LA across safeguarding, behaviour and SEND. As a result of our work this year:

- 6/30 PP with SEN have received STIP support (20%)
- 4/30 PP with complex needs are on the journey to securing EHCPs (13%)
- 4 additional PP with safeguarding concerns were referred to Early Help or children's services for additional support
- 3/30 PP with complex SEN have moved or are being recommended to specialist provision (10%)

The needs of our pupils with special education needs or disabilities, our disadvantaged pupils and those who are vulnerable and have experienced adverse childhood experiences rely on the staffing structure we have adopted in order to be successful. As a result, the investment in our leadership structure and the continual investment in our Specialist Provisions Team (SPT) are fundamental to pupil outcomes. Without these, the impact on the school as a whole would be detrimental.

As a result of increasing needs, this model will be extended in 2023-2024 to include:

- Targeted KS1 maths intervention following WhiteRose training
- Reinstating 1:1 reading intervention (Better Reading Partnership) within the school day
- In-house Occupational Therapy
- Training of an ELSA (emotional literacy support assistant) to compliment Thrive provision
- RWInc comprehension (KS2) in addition to Fresh Start

At the end of this academic year, we will be reviewing our provision further and beginning a new 3 year strategy. Much of the embedded practice (orange) with tangible, evidence based impact will remain the same with new provision (green) being put in place underpinned by research, reading and best practice.

## 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
NA	

## Further information

Our Pupil Premium Strategy will be supplemented by additional activities/provision which includes:

- Priority places for pupils to attend extra-curricular clubs

- Free wraparound places at breakfast and after school club
- Representation at out of school events including academic, musical and sport related
- Selection to be school leaders across subjects with key responsibilities
- Financial support for residentials, trips, uniform and other school essentials

Through wider professional development, central to our school culture, we continue to learn more about how best to accelerate progress for this group. Evidence from the EEF and on-going reading, particularly authored by Marc Rowland supports our practice.