

Pupil premium strategy statement 2021-24 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	Layston C of E First
Number of pupils in school	146 (150 PAN)
Proportion (%) of pupil premium eligible pupils	11 % (17 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was first published	September 2022
Date on which it will be reviewed	Updated and reviewed Dec 2022 Updated and reviewed Sep 2023 Updated and reviewed Jan 2024
Statement authorised by	Adele McMurrough
Pupil Premium Lead	Susie Betley
Governor / Trustee Lead	Colin Wilson and Cat Morris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25 430
Recovery premium funding allocation this academic year	£2 320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£27 750 Actual spend: £28 000

Part A: Pupil premium strategy plan - Statement of intent

Our intention is to give all our pupils **a chance to shine** in line with our school vision, '**Loving to learn, learning to love, for every child a chance to shine**', irrespective of their background or the challenges they face. Our **Christian Values** underpin everything we do; we are **inclusive** and **nurture** each person as a **child of God**. We intend for all children to make **good progress and achieve high attainment** across the curriculum. The focus of our pupil premium strategy is to **support our disadvantaged pupils** to achieve that goal, including progress for those who are already high attainers.

Susie Betley, our deputy head teacher, is **Inclusion Coordinator**, responsible for coordinating provision and overseeing the implementation and impact for pupils with PPG, SEND, difficulties with mental health and well-being, CLA and those who have a social worker, and young carers. We consider the challenges faced by these vulnerable pupils and the activity we have outlined in this statement is 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, such as **language development, cultural capital, and a feeling of security and stability**. High-quality teaching 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 (see **EEF research and guidance**). 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 following the COVID-19 pandemic**, notably in its targeted support through the recovery premium 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:

- ✓ Monitor pupil's attendance, attainment and progress robustly to ensure early intervention.
- ✓ Ensure disadvantaged pupils are challenged in the work that they are set.
- ✓ Adopt a whole school approach in which all staff take responsibility for vulnerable pupils' outcomes and raise expectations of what they can achieve (EEE training delivered by HIP, training delivered around SEND, safeguarding, CP, diversity and inclusion from SLT).

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

Challenge number	Detail of challenge
1	<p>Language development</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Learning - attendance</p> <p>Assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>Attendance rates for pupils eligible for PPG were as low as 82.9% (academic year 22-23) and below the target for all children of 96%. This reduces their school hours and further hinders progress and attainment. Some pupils who were working at greater depth (pre lock down), who are eligible for PPG, are making less progress than other high achieving pupils.</p>
3	<p>Learning - retention of knowledge, vocabulary and key skills (English & maths)</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers.</p>
4	<p>Emotional and social - Anxiety/EBSA</p> <p>Assessments, observations, and discussions with pupils and parents suggest anxiety related to personal and/or family circumstances during and post-pandemic have made a few pupils very anxious about school and leaving their parents. Our vulnerable learners are more likely to experience this and there are close links to Emotionally Based School Avoidance and autism.</p>
5	<p>Aspiration - Parental engagement & parental confidence</p> <p>Assessments, observations, and discussions with pupils and parents indicate that some parents lack confidence with helping their child's learning at home, increasing their independence, and helping them raise their aspirations. This is an area where parents need additional guidance and support.</p>
6	<p>Life experiences - cultural capital</p> <p>The current economic climate has impacted on our whole school community, including staff. Discussions with our community have highlighted a lack of access to culturally enriching activities and opportunities, and an increased likelihood of lower income families taking holidays during term time to avoid the price rises in school holidays.</p>
7	<p>Material - access to healthy food and technology for remote learning</p> <p>Discussions with our families highlighted the difficulties some families experienced accessing technology and food during the pandemic lock downs. Food parcels were delivered by Susie Betley to our most vulnerable families and families were able to either access paper copies of home learning or borrow school iPads. Please see new Economic Support section of school website.</p>

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
1. Improved oral language skills for pupils eligible for PPG funding.	Pupils eligible for PPG funding make good progress by the end of the year from their starting points. A higher proportion are working at ARE. Pupil assessment shows improving trends. Class teachers and SLT regularly monitor planned interventions for impact - Wellcomm screening to support development of language in YR. Knowledge Organisers support revision of and use of language in subject areas across school.
2. Attendance for pupils eligible for PPG improves.	The number of persistent absentees (PA) among pupils eligible for PPG has reduced. The number of pupils with persistent absence who are also PPG has gone from 16 (11%) in the autumn term 2022 to 11 (7.6%) at the end of the summer term 2023. Fewer than half the total PA are PPG. Attendance is monitored regularly with SLT and admin and school work in partnership with parents and the local authority attendance team, as well as external professionals (AVO & NESSie in Ed) to provide early intervention and support for families whose children are not attending regularly - termly letters/phone calls from HT.
3. -The retention of learning for pupils eligible for PPG is improved. -PPG children with complex needs including SEND have specific tailored daily/weekly activities that meet their needs and learning styles and enable them to access the curriculum. -Increased progress rate of PP children working at greater depth across the school.	Pupils eligible for PPG make good progress by the end of the year from their starting points. A higher proportion are working at ARE. QFT and AfL are priorities. Pupil assessment shows improving trends for pupils with PPG. Class teachers regularly monitor QFT & planned interventions for impact, including catch up sessions with ER. Pupils with PPG who are identified as working at greater depth make as much progress as non-disadvantaged pupils identified at greater depth, across the school in maths, reading and writing. QFT and AfL are priorities. We measure attainment and progress by teacher and national assessments.
4. Pupils are able to self-regulate and have strategies in place that support their behaviour needs and well-being and enables them to learn alongside their peers.	Fewer anti-social behaviour incidents recorded for pupils with PPG on the school system (without changing recording practices or standards). Children feel safe (pupil and parent voice). SLT regularly monitor incidents of anti-social behaviour. Drawing & Talking & Protective Behaviours work from SB available for key pupils. Art Therapy support from Safe Space. Those with anxiety about school are monitored by SLT, have regular contact with parent/s & information is made available for parents on website. SB refers parents to Educational Psychology Service document around supporting pupils with EBSA and if needed will refer to Amwell View Outreach service for support. NESSie is also available for therapy if required.
5. Parents of pupils eligible for PPG feel support by school in helping their child with learning at home.	The large majority of PPG pupils read at home regularly and feel supported at home with their school learning. The vast majority of parents of PPG pupils engage with school regarding their child's learning at least each half term. SLT workshops for parents of pupils with PPG - spring term. Questionnaire to go out to parents of pupils with PPG - autumn term.
6. Increased number of PPG pupils engaged in enrichment activities (after school clubs and school trips)	Priority places for pupils with PPG at school clubs and school trips/piano/RTFC activities subsidised. All pupils eligible for PPG attend a school club and experience success, engage positively with peers and behave pro-socially, raising self-esteem and confidence. All pupils eligible for PPG have responsibilities around school to develop the skills of reliability, responsibility and managing routines.
7. Parents have access to economic support and guidance and their children are fully engaged in the life of the school.	Parents know where they can go for help and what the school is doing to support those from economically disadvantaged backgrounds. See new Economic Support section of website.

Activity in this academic year 2023-24

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: £15 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
QFT - CPD	EEF Guide to PP "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils." p5 HFL September symposium curriculum and knowledge training for all teaching staff Reading fluency training - Teachers TLA support package for English and EYFS	1, 2, 3 & 5
QFT – TA Deployment	ISL bespoke SEND TA training TA RWI refresher – HW TA White Rose Maths training - BS Tues am INCO mentoring support staff in class	1, 2, 3 & 5
QFT – Coaching and mentoring	Head teacher coaching ECT mentoring TA/ HLTA mentoring SLT parent workshops	1, 2, 3 & 5

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £10 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-led tutoring/ National tutoring (Y4 – ER)	See Government/EEF guidance Reading, Writing and Maths	3
Wellcomm screening	Having trialled Wellcomm and NELI staff have reviewed both and feel Wellcomm offers greater flexibility and bespoke learning.	1
BSquared assessment framework	Recommended by Amwell View Outreach Service	3
Targeted support for vulnerable children - HLTA	SS Y3, HM Y2, AP YR (INCO in class support Tues am)	2, 3, 4

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £3 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing support and guidance to parents	Economic Support section of website Parent workshops	5, 6, 7 3, 5
Drawing & Talking	Drawing and talking intervention (1 child) Art therapy £720 x12 sessions	2, 4
Enrichment activities	Structured playtimes support pro-social behaviours, SEL & Buddy system, School trips, in house opportunities, RTFC sports coaches, Piano.	6
Uniform & book bags	Helping family join school	7

Total budgeted cost 23-24: £28 000

Part B: Review of outcomes in the previous academic year 22-23

Pupil premium strategy outcomes

See table below – review of expenditure 2022-23

Externally provided programmes

Programme	Provider
	n/a

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Review of expenditure 2022-23			
Desired outcome	Chosen action/approach	Impact & lessons learned	Cost
HIGH QUALITY TEACHING			
To improve the teaching and learning in school, to enable children to make good progress across the curriculum.	QFT – Teacher / TA Continuing Professional Development <ol style="list-style-type: none"> Staff workshop programme HFL training Curriculum development Sharing good practice and lessons learned amongst team Senior Leadership time 	Impact: Teachers knowledge of children's start and end points has improved - allowing more targeted teaching across all subjects. Staff meetings have enabled teachers to share good practice and discuss learning across the school. Staff meetings have allowed teachers to focus on how they adapt their subject to meet the needs of children with SEND and/or PPG. Revised curriculum maps include vocabulary progression. Teachers are more targeted in their teaching of subject vocabulary and their expectations of vocab which should already be known. LOs and PV evidence children beginning to use subject specific vocabulary. Next steps: Ensure teaching is focussed on ensuring PPG children retain the knowledge of vocabulary and prompt to use their wider language across the curriculum through starting each lesson with recap on what did we learn last lesson/week/month/year.	£5 000
	Mentoring and coaching <ol style="list-style-type: none"> HT coaching HW mentoring support ECT in autumn/spring/summer terms Additional SENDCo release time 	Impact: ECT well supported and Y1 classroom practice is continually good, including supporting Vulnerable Learners (VL). SLT supported middle leader with subject development and confidence in class to support VL. Teachers are more confident in how to adapt their curriculum for disadvantaged children.	£5 600
	Deployment of staff <ol style="list-style-type: none"> Full time TA support within classes Additional MSA hours to support at lunchtimes 	Children receive Quality First Teaching and make good progress. Pastoral support is embedded within school. Children have a recognised trusted adult within their class. Younger children gain emotional security from a consistent face within the classroom. This had a particularly positive impact in the Year 1 classroom and Reception class (Maternity leave). Pupil voice evidences that children with PPG feel safe and secure in school, know what to do if they need support and are happy in their learning. Deployment to allow for full time TA support for most of the week, has allowed the following targeted interventions to be provided, as directed by the class teacher: <ul style="list-style-type: none"> - Daily reading for vulnerable children - Phonics interventions - Focussed in-class support - Write words - Daily sentence writing - Sensory & movement breaks - Social stories - Pre-teaching These interventions have been reviewed as part of the pupil progress meetings and the key focus on children entitled to PPG (See attainment and progress grids below). In autumn and spring terms 22/23 - 77.8% of all children with PPG made good or an above level of progress in reading; 66.7% in writing and 66.7% in maths. Where children have not made the	£10 255

		expected progress, children are identified as having SEND and/or significant factors affecting progress (e.g. attendance). These children are closely monitored through pupil progress meetings.	
	TOTAL - HIGH QUALITY TEACHING		£20 855
TARGETED ACADEMIC SUPPORT			
<i>To provide targeted teaching to enable children to make good or accelerated progress.</i>	School Led Tutoring Qualified teacher recruited to provide targeted support in small groups, one-to-one before school and in class time in Y4.	Children were chosen based on those who were at risk of not making significant progress. The aim was to close the gap. Teacher feedback evidences an increase in children's learning behaviours and positivity. Data shows good progress was made for all targeted children. Next steps: Smaller steps of progress to be assessed for maths intervention, with clearly targeted objectives.	£1 500 (22/23)
	1:1 for children who are EHCP and PPG (x4) allowing class TA to focus on QFT for children with PPG and wider class.	Impact: Younger children settled into school and made good progress socially and emotionally. Children were able to access the full curriculum, specialised to their needs. Older children have support to achieve their learning objectives. They have made steady progress academically, but good progress in terms of being able to manage and regulate within the school environment. More SEND children have been able to self-regulate and behavioural incidents have reduced.	£2 000 £3 700 (afternoon TA)
	NELI (Nuffield Early Language Intervention) Intervention delivered by EYFS HLTA	Recommended by DfE for Early Years Initial Assessments Nov 22 End of Year Assessments July 23 Of the 2 PPG pupils who took part, 1 made good progress. Additional needs were identified for the other pupil and the support is now in place.	
	Teaching assistant deployment - Year R, 1 and 4 (class with high need of PPG) 1. Increased staffing in class 2. Intervention programme 3. CPD for teaching methods	Extra staffing in Year R, 1 and 4 has allowed children with social and emotional needs to receive targeted support with social skills, nurturing, and sand play. The extra support has allowed the class TA to deliver targeted interventions and use anxiety mapping to identify trigger points. The majority of children have achieved good progress across from their starting points R/W/M. Where this has not been the case, children have been identified as having a specific need (not necessarily SEND). Support and/or interventions have been put in place. Attendance is lower for cohorts affected by persistent absence. This is monitored and there are close working relationships and support in place for the identified families.	£5 880
	TOTAL - TARGETED ACADEMIC SUPPORT		£13 080
WIDER STRATEGIES			
	Resources	RWI - allows children to access reading materials and make rapid progress in reading Outdoor equipment to develop children's social skills Personalised equipment to enable children to access the curriculum and learning	£280

	Uniform & book bags	Children are ready to start the school year and are not identifiable from their peers.	£100
	Enrichment Activities, incl Sports lunch club led by RTYFC	All children have attended at least one out of school learning activity (funded). All children have had enrichment activities built into the curriculum (funded). Sports clubs are attended by a number of PPG children (funded), resulting in improved social and emotional skills and greater physical activity.	£1 311 £1 221 Total: 2 532
	TOTAL - WIDER STRATEGIES		£2 912
TOTAL SPEND 22-23			£36 847