



## Lyndhurst Pupil Premium Statement 2021-2022



The Charter Schools Educational Trust  
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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	Lyndhurst Primary School
Number of pupils in school	408
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Nick Hammill, Jola Nowakowska (Co-Headteachers)
Pupil premium lead	Maureen Bennett
Governor / Trustee lead	Ruth Ashby

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125,085
Recovery premium funding allocation this academic year	£9,715
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5000
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£139,800

## Part A: Pupil premium strategy plan

### Statement of intent

The intention at Lyndhurst Primary School is that all pupils, irrespective of their background or the challenges they face, make good or better than average progress. The focus of the pupil premium strategy is for disadvantaged pupils to achieve highly across the whole curriculum, in particular in Reading, Writing and Maths.

We will consider the challenges faced by vulnerable pupils and their families, such as declining mental health, lower income particularly post-pandemic and insufficient access to digital technologies impacting on their rates of progress. 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, therefore 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	Assessments, observations, and discussions with pupils, teachers and their families' evidence that speaking and listening skills are underdeveloped, particularly among disadvantaged pupils. The lack of age- appropriate vocabulary means that pupils writing is below age-related expectation, particularly in YR 1, 4 and 5.
2	Assessments, observations, and discussions with pupils' evidence that phonics needs to be a school wide focus, alongside early reading. This will include disadvantaged pupils where there will be an additional focus on parent communication, small group teaching and robust tracking.
3	Pupils understanding and recall of basic arithmetic facts needs revisiting. There is an over reliance on written formal methods rather arithmetic fluency. This will include disadvantaged pupils where there will be an additional focus on parent communication, small group teaching and robust tracking.

4	<p>Our assessments and observations indicate that the education 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 the national studies (Organisation for Economic Cooperation and Development, Sept 2020).</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in the areas highlighted above.</p>
5	<p>Our assessments, observations and discussions with pupils and families have identified a significant disruption to routine and the severe reduction in social contact with peers. Although this affected the mental health and well-being of all pupils, it was particularly acute for disadvantaged pupils.</p> <p>There has been a notable increase in the number of teacher referrals to the pupil nurture centre within the school. In addition our evidence shows that pupils are less resilient and prone to outbursts in the playground.</p> <p>19 pupils (10 of whom are disadvantaged) currently require additional support with social and emotional needs which involves 1 to 1 or 1 to 2 regular sessions with our SEMH specialist.</p>
6	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2 – 4% lower than for non-disadvantaged pupils.</p> <p>11.3% of disadvantaged pupils have been 'persistently absent' compared to 7.2% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan** (by end of July 2024) and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations will indicate significantly improved ability, including amongst disadvantaged pupils, to construct verbally, coherent sentences (within EYFS in particular) leading to well-constructed written sentences with age-appropriate tier two/three vocabulary. Triangulation of engagement in lessons, book scrutiny and ongoing formative assessment, will evidence this progress. Writing outcomes for all year groups will show an increase in pupils at age related expectations year on year.</p> <p>Writing outcomes for KS2 in 2021 show that 60% of disadvantaged pupils met the expected standard.</p>
2. Improved phonics attainment among disadvantaged pupils.	<p>Phonics outcomes will evidence a diminishing difference between outcomes for disadvantage pupils, compared with non-disadvantaged pupils, year on year.</p> <p>Phonics assessments and tracking for Nursery – year 2 will be assessed and tracked robustly. Phonics attainment and progress of disadvantaged pupils will be a particular focus during pupil progress meetings.</p> <p>Phonics outcomes for yr 1 in 2023/24 show that more than 70% of disadvantaged pupils met the expected standard.</p>
3. Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>Termly assessments for yrs 1-6 will show that scores on the arithmetic papers are increasing.</p> <p>Maths assessments and arithmetic (number) tracking for Nursery – year 6 will be assessed and tracked robustly. Progress and attainment in arithmetic of disadvantaged pupils will be a particular focus during pupil progress meetings.</p> <p>An increasing number of pupils will achieve at least 20 marks out of 25 on the multiplication check year on year.</p>

	KS2 maths outcomes in 2023/24 show that PP children will achieve in line with all children (our existing gap is smaller than national – 8%)
4. To ensure any gaps in curriculum knowledge have been rapidly addressed	<p>Termly assessment and teacher assessment show that gaps are narrowed between disadvantaged pupils and their peers in the core subjects.</p> <p>Other curriculum subjects (with subject leaders support)</p> <ul style="list-style-type: none"> <li>• Through assessment, missed content, that is critical for pupil progress in that knowledge base, will have been identified and prioritised for teaching.</li> <li>• Teachers will know what the critical content is for progression for each subject, and teach accordingly</li> <li>• Pupil book and voice evidence understanding of critical content</li> </ul>
5. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations, including specific questions around resilience and social isolation. Yearly parent, pupil and teacher questionnaires. Improved Boxall profile scores for pupil receiving support.</li> <li>• a reduction in pupils visits to the reflection room as evidenced by analysis of behaviour records on a termly basis.</li> <li>• a reduction of children having outbursts in the playground and being able to regulate their emotions effectively.</li> <li>• a significant increase (+10%) in participation in school events and enrichment activities, particularly among disadvantaged pupils and their families. (2021 - 8% more PPG pupils received music tuition than the previous year)</li> </ul>
6. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Overall attendance at or above the national average for all pupils every half term</li> <li>• Overall attendance for disadvantaged pupils is in line with their non disadvantaged peers every half term</li> </ul>

## 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: £58,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of NFER assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Ensure a non-negotiable assessment system is in place.</p>	<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><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	2, 3, 4
<p>Identifying critical content for progression in each subject of the curriculum in order to prioritise teaching (link to catch up premium 2020-2021)</p> <p>Medium term plans adjusted to identify these areas to support with planning</p>	<p>The wider curriculum must be continued despite pupils having missed large chunks of school due to lockdown. The planned, sequenced curriculum will be a starting point and content will be prioritised and taught that will allow pupils to make sense of later work in the curriculum.</p> <p><a href="#">Teaching a broad and balanced curriculum for education recovery DfE Nov 2021</a></p>	4
<p>Embedding dialogic activities across the school curriculum. Key vocabulary explicitly planned for and taught. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<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><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 4
<p>Purchase of Little Wandle resources to supplement and support the school's approach to phonics teaching (Letters and Sounds) to secure stronger phonics teaching for all pupils.</p> <p>Training in effective phonics delivery for all staff</p> <p>Particular focus on phonics progress and attainment during pupil progress meetings</p>	<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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2

<p>Enhancement of our maths teaching and curriculum planning (Maths No Problem).</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).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	3,4
<p>Through SEAL and PSHE lessons improve the quality of social and emotional (SEL) learning. (Jigsaw)</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<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><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	5

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

Budgeted cost: £53,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EYFS programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Speech and Language Therapist working with individuals and groups and training teaching assistants.</p>	<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:</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 4
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2

<p>Additional teacher in year 6 to provide smaller class sizes and small group tuition, for pupils whose education has been most impacted by the pandemic.</p>	<p>The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive. This means the teachers will be able to teach differently</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p>With 60 pupils in the year group no class will be larger than 20 pupils where those pupils have the most significant gaps in learning</p> <p><a href="https://evidenceforlearning.org.au/the-toolkits/the-teaching-and-learning-toolkit/all-approaches/reducing-class-size/">https://evidenceforlearning.org.au/the-toolkits/the-teaching-and-learning-toolkit/all-approaches/reducing-class-size/</a></p> <p>Teacher has a high performing track record of getting children to age related expectation over 10 years.</p>	<p>1,3,4,5</p>
<p>Small group, school –led tutoring support to address gaps post school closures.</p> <p>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Small group tuition is defined as one adult working with 2-5 pupils, usually in a separate area away from the classroom</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p>	<p>3,4</p>

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

Budgeted cost: £28,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Extra-curricular activities subsidised for PPG pupils in order to ensure equality of access with their peers (like school journey or trips) and to ensure pupils receive equal opportunities to try new things like music lessons or sports clubs.</p> <p>Funding to ensure equality of digital access e.g. providing a lap top or a more robust telecommunications connection</p>	<p>Poverty can limit a young person's educational attainment as a direct result of their family's inability to pay for goods and services (including heating, food, desk space, cultural experiences and an internet connection).</p> <p>Cooper, K and Stewart, K. (2013) <i>Does money affect children's outcomes? A systematic review</i>. York: Joseph Rowntree Foundation Report.</p> <p><a href="https://educationobservatory.co.uk/pupilpremiumprimer/what-the-research-says/">https://educationobservatory.co.uk/pupilpremiumprimer/what-the-research-says/</a></p>	5
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>There is also significant evidence that absence rates, exclusions, and student transfers are strongly associated with poor outcomes for pupil premium students.</p> <p>Claymore, Z. (2019). <i>Being Present: The Power of Attendance and Stability for Disadvantaged Pupils- NFER</i></p>	6
<p>Contingency fund for acute issues.</p>	<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

**Total budgeted cost: £139,800**

## 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 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 such as those provided by Oak National Academy.

At times when all pupils were expected to attend school 2020/21, absence among disadvantaged pupils was 4% higher than their peers and persistent absence 16% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

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

### Service pupil premium funding (optional)

Measure	Details
N/A	There are no children registered in the school.

## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.