

Pupil premium strategy statement

Laygate Community School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	245
Proportion (%) of pupil premium eligible pupils	66%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	M Lauder
Pupil premium lead	M Lauder
Governor / Trustee lead	J Ward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£212,545
Recovery premium funding allocation this academic year	£21,677.50
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£234,222.50

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

We ensure that teaching and learning opportunities meet the needs of all the pupils

- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

School Context

Main Characteristics

Laygate Community School is an average-sized primary school. The number on roll has increased in recent years despite a reduced PAN in Reception and Key Stage 1.

- We serve a community with high levels of social deprivation.
- The school manages a higher than average level of mobility across the school year.

- The proportion of pupils who are supported by the pupil premium funding is well above average.
- The proportion of pupils with SEND who receive additional support is higher than the national average.
- The number of pupils who have an EHCP is below the national average.
- The proportion of pupils who speak English as an additional language is above average. Apart from English, 22 other languages are spoken in school. The vast majority these pupils speak either Bengali or Arabic.

Additional Information

- Staffing can be challenging due to the high level of mobility in school and the higher PAN in Key Stage 2.
- There are 2 vacancies within the governing board, which consist of a mix of new and experienced members.
- Currently, the school is not using any alternative provision.
- The school provides high quality enrichment activities to enhance the life experience of the children.

COVID-19 Impact

- Evidence suggests that Laygate Community School has responded well to the measures introduced by Government to mitigate the spread of COVID-19 from 20 March 2020, when all schools closed to children with the exception of those identified as vulnerable for whom following risk assessment school attendance was appropriate, and children of Key and Critical Workers.
- All risk assessments were completed in line with associated guidance, and measures introduced to make the building as safe as possible for all continuing to use it.
- The school remained open throughout the closure period, and supported both vulnerable children and those of families who were key workers.
- Meals for pupils on FSM and vulnerable pupils were provided with Edenred vouchers and vouchers via Wonde, and packed lunches / hot meals were also provided for all those who needed them, both in school and at home. These were available from March until term ended.
- Weekly welfare calls and home visits where appropriate, to vulnerable families were made throughout to ensure children were safe. Communication with the school community was regular and extensive during the closure period and to the end of the Summer Term.
- Parents reported both satisfaction with and confidence in the school and its communication during this time, resulting in high numbers of children in the Key Year Groups returning to school in July.

- A blended home learning package was provided through differentiated work packs and Google Classroom.
- The school worked hard to ensure disadvantaged children had access to devices and Wi-Fi through the DFE scheme. School laptops were also issued to those who needed them.
- The outcome of our Home Learning Audit taken in July 2021 confirmed what was expected:
 - Disadvantaged children are less likely to engage in home learning;
 - Lack of space in the home limits access to home learning;
 - Limited access to devices prevents children from accessing home learning – no device/shared devices/devices used by home working parents and children/devices incompatible with home learning/no access to a printer/no access to a keyboard;
 - Poor or no Wi-Fi and no data credit limits access to home learning;
 - Some children were only able to access home learning through a Smartphone.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6.

Achieving These Objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- Reducing class sizes and providing additional support, thus improving opportunities for effective teaching and accelerating progress
- Reduce child:adult ratios by recruiting more Teaching assistants to enable small group work with an experienced teacher/HLTA/TA focussed on overcoming gaps in learning
- Additional teaching and learning opportunities provided through external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations.
- Transition from primary to secondary and transition internally from EYFS to KS1 and from KS1 to KS2.
- Additional learning support.
- Pay for activities, educational visits and residential visits, where appropriate.

- Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software and resources.
- Support the emotional needs of children when and where appropriate.
- To extend PE provision by incorporating experienced qualified coaches.
- To allow the children to learn a musical instrument and/or to sing in the school choir or perform in other ways.
- Behaviour and nurture support during break times and lunchtimes to engage and promote values and thus enhance learning.
- Funding a non-class based inclusion manager to co-ordinate targeted provision.
- Funding a Child and Family Welfare Officer to support families / attendance which ultimately will improve chances and opportunities for children

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Poor Language and Communication skills
2	Significantly low attainment on entry to the Early Years Foundation Stage in all areas
3	Low attainment in Reading and Writing
4	Attendance and Punctuality issues
5	Challenging home circumstances and Social Service involvement

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
Progress in Reading	Achieve above national average progress scores in KS2 Reading
Progress in Writing	Achieve above national average progress scores in KS2 Writing
Progress in Mathematics	Achieve above national average progress scores in KS2 Maths
Phonics	Achieve above national average expected standard in PSC
Other	Ensure attendance of disadvantaged pupils is above 96%

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: **£ 142,236.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD (£5000)	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We have identified key areas of support in English and Maths, with targeted, bespoke support from LA leads, including early years.	1, 2, 3, 4, 5
Read Write Inc Phonics training (£3255.50)	High quality staff CPD is essential to follow EEF principles. Staff trained in delivery of consistent, effective phonics programme across the school.	1, 2, 3

Inclusion support and co-ordination (£51,685)	Non class based Inclusion manager identifies key children to provide targeted one to one support for pupils in English and Maths / SEND and supports families with children's services involvement	1,2,3,4,5
2 Extra Full Time Teachers (£57,800)	High quality teachers to ensure a low teacher : pupil ratio across Key Stage 1 and Key Stage 2.	1,2
1 extra Full time HLTA in Key Stage 1 (£24,496)	High quality HLTA to ensure children are able to make accelerated progress in the absence of the teacher.	1, 2, 3, 4

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

Budgeted cost: **£50,466**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Plus used to support individuals as part of intervention (£2550 / year) 3 Year subscription from 2022	Reading Plus has had a positive impact on fluency of reading, with significant gains in previous years for KS2 children.	1, 3
2 extra L2 teaching Assistants – targeted small group work /1:1 (£43,936)	Effective Teaching assistants in every class to provide targeted groups work and 1:1 support for IEPs / EHCP requirements.	1,2,3,5
Emotional Resilience Officer support Programme for transition (£1030)	Support from the Emotional Resilience team supports transition through Key Stages and the emotional well-being of pupils.	1, 4, 5
Inclusion Resources (£3,000)	An investment has been made in Numicon / other resources to support effective teaching and learning across the curriculum. The visual and practical equipment supports children's ability to communicate their understanding.	1,2

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

Budgeted cost: **£41,520**

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS Resourcing to enhance the outdoor learning environment and opportunities we can provide. (£8,000)	End of EYFS attainment is below national average. This reflects the fact that many children join Laygate with significant low starting points with very little life experience. Development of the outdoor area and resources purchased ensure implementation of the new curriculum and support development of Language and Communication Skills, PSED, Literacy and Maths.	1, 2, 3, 4,
Full Time Child and Family Welfare Officer (£32,020)	Experienced member of staff to support children and families, manage Early Help plans, support families with attendance and punctuality.	4,5
Behaviour and nurture support during break times and lunchtimes to engage and promote values and thus enhance learning (£500)	More frequent behaviour difficulties meaning PP pupils are more likely to be placed on red card, which can impact on their academic progress. However, existing interventions and outdoor area developments have had an impact on behaviour incidents.	4, 5
Music – Ukuleles (£1000)	Provide the opportunity for children to learn a musical instrument.	1, 2, 3, 4, 5
CPD related to mental Health and wellbeing interventions (included in Staff CPD)	To upskill staff in order to deliver quality interventions for the mental health and wellbeing of our staff, pupils and parents.	1, 4, 5

Total budgeted cost: £234,222.50

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for children in Reception were very low in 2022 with only 24% of disadvantaged children achieving a good level of development. However, progress was good or better from their very low starting points. The disruption to their very important Nursery education through COVID has had a huge impact on this cohort.

Disadvantaged children achieved well in the Year 1 Phonics screen in 2022 with 57% passing the test. Again, the disadvantaged children made exceptional progress from their low starting points.

The following tables show the percentage of children

- achieving the expected standard (EXS) and greater depth standard (GDS)
- who made expected (EXS) or better than expected (EXS+) from their starting point at the beginning of the academic year

Year 2	Attainment		Progress	
	EXS	GDS	EXS	EXS+
Reading	62%	10%	75%	24%
Writing	52%	0%	95%	0%
Maths	67%	5%	90%	40%
RWM combined	48%	0%		
Science				

Year 6	Attainment		Progress	
	EXS	GDS	EXS	EXS+
GPAS	71%	11%		
Reading	68%	4%	89%	4%
Writing	64%	0%	93%	0%
Maths	61%	4%	96%	19%
RWM combined	57%	0%		
Science	82%			

The following tables show attainment and progress in year groups where end of year statutory SAT assessments are not carried out.

Attainment	Year 1		Year 3		Year 4		Year 5	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
Reading	59%	14%	40%	0%	69%	7%	43%	0%
Writing	50%	0%	33%	0%	62%	3%	38%	0%
Maths	59%	9%	53%	7%	62%	3%	48%	5%

Progress	Year 1		Year 3		Year 4		Year 5	
	EXS	EXS+	EXS	EXS+	EXS	EXS+	EXS	EXS+
Reading	86%	14%	93%	27%	69%	21%	90%	10%
Writing	77%	9%	87%	20%	76%	3%	81%	14%
Maths	77%	14%	87%	20%	79%	10%	81%	10%

Intended outcomes of the Pupil Premium Strategy 2021 /2022:

- *Achieve above national average progress scores at KS2 Reading, Writing, Maths – unfortunately as data is not being released we have no formal information on progress data this year. However, our internal progress data is extremely positive.*
- Achieve above national average at expected standard in Year 1 Phonic Screen – Again, there is no data to compare this at this time. Our internal data is positive.
- Ensure attendance of disadvantaged pupils is above 96% - Attendance for the disadvantaged children was 93.84%. Whilst this is below the target it was slightly better than the non-disadvantaged children whose attendance was 92.67%.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Reading Plus Programme	Reading Plus PLC
Charanga	Charanga
My Maths	MyMaths
123 Maths	123Maths
Lexia	Lexia
Communicate and Print	Communicate and Print