

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	Lea Valley Primary School
Number of pupils in school	407
Proportion (%) of pupil premium eligible pupils	24.57%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Year 1 of 3
Date this statement was published	15.12.2021
Date on which it will be reviewed	November 2022
Statement authorised by	Maria Dactylides
Pupil premium lead	Will McConnellogue
Governor lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£195,025
Recovery premium funding allocation this academic year	£21,315
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£216,340

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that the disadvantaged children at Lea Valley make good progress and achieve at least in line with National Expectations. The school uses the PPG to address the barriers to learning for our pupils from vulnerable groups. The Governors ensure that the needs of socially disadvantaged pupils are adequately addressed.

The principles of our strategy plan are spending the money strategically to ensure all disadvantaged pupils at Lea Valley learn well and are well.

The Governors of the school recognise that not all pupils who receive free school meals will be socially disadvantaged. They also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. The grant is used for projects which are attended by targeted pupils including those that are pupil premium. The school's Governing Body will continue to monitor teaching and learning throughout the school to make sure it meets the needs of all pupils, including those from deprived backgrounds.

Children's progress is monitored at each assessment point and discussed at pupil progress reviews attended by class teachers and the Senior Leadership Team, and governors receive reports on the results.

Challenges

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

Challenge number	Detail of challenge
1	Covid-19 loss of learning impacting attainment
2	Social issues including: poverty, no recourse to public funds, unemployment, overcrowding, evictions
3	Safeguarding issues including: serious youth violence, proximity and exposure to crime
4	Low speech, language and communication skills on entry
5	Cultural capital deficit
6	High Social, Emotional Mental Health (SEHM) needs

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
Early reading is improved among disadvantaged pupils	80%+ children meet the national expectations for phonics screening (Year 2) Assessment and observation indicate that early reading skills have significantly improved among disadvantaged pupils (including EYFS)
Speech, language and communication skills have improved among disadvantaged pupils	Sources of evidence (engagement in lessons, book scrutiny etc.) indicate an improvement in oral language.
To enrich the wider curriculum so that it has a positive impact on outcomes of disadvantaged pupils	Sources of evidence (engagement in lessons, book scrutiny etc.) indicate an improvement in the skills and knowledge
Improved attainment among disadvantaged pupils in reading	KS2 reading outcomes in 21/22 show that more than 80% of disadvantaged children meet the National expected standard
Improved attainment among disadvantaged pupils in maths	KS2 maths outcomes in 21/22 show that more than 70% of disadvantaged children meet the National expected standard

<p>To enrich the cultural capital of disadvantaged pupils so that it has a positive impact on outcomes</p>	<p>Disadvantaged pupils experience a broad and balanced curriculum inside and outside of school</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>A holistic approach to the pupil ensures that barriers to learning are significantly reduced. Pupil engagement in lessons is high. Pupils are able to access learning. Qualitative data from student voice (Mind of my own app, student and parent surveys and teacher observations). A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. Sports camps, affiliated to our school, during school holidays are well attended by our disadvantaged children</p>

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: £54,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of library resources. Subscription to Islington Library Service	A well resourced library is a key part of our reading for pleasure strategy. There is strong evidence that children who read more perform better at secondary school, get better jobs and have a longer life expectancy.	1, 4
CPD around Reading for Pleasure and purchase resources	Children who read for pleasure read more. There is strong evidence that children who read more perform better at secondary school, get better jobs and have a longer life expectancy. https://ourfp.org/findings/	1, 4
Whole Class Instrument Tuition to support wider curriculum	Links to DfE pledge that “all pupils will have the opportunity to play a musical instrument” as well as helping to achieve the goals set out in the national plan for music education (NPME) https://www.gov.uk/government/news/panel-of-experts-to-shape-future-of-music-education	1,2, 5
Purchase of additional PE equipment and swimming fees to enhance the PE curriculum	Our vision aligns with the government that ‘all pupils leaving primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.’	1
Onsite enrichment and theme days to enhance the wider curriculum	Enrichment happens across the curriculum and provides opportunities to develop independent learning skills as well as opportunities to celebrate specific curriculum focus areas.	1
Heavily subsidising residential trip for Yr5 and 6 to support the provision of Outdoor Adventurous Activities.	Meeting the requirements of the national curriculum for PE in an inner city school requires a large commitment both financially and in staff time to residential.	1,2,5

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

Budgeted cost: £99,440

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase Debate Mate programme to improve speaking skills for disadvantaged who have relatively low spoken language skills	Developing debating skills is a very effective method of preparing and motivating young people for higher education and the world of work. Many young people from disadvantaged backgrounds have hidden talents that require innovative programmes to enable them to unlock their true potential, and break out of the poverty spiral perpetuated by circumstance of birth or environment.	1,4
<i>Improve the impact of Speech and Language therapist by recruiting a specialist S&L TA</i>	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. EEF	1,4
<i>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</i>	<p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</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: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&utm_medium=search&utm_campaign=site_search&search_term=phoni</p>	1,4
After-school tutoring for pupils led by HLTA f whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,4

tutoring will be disadvantaged.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £62,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a breakfast club for all pupils to ensure that they are ready for learning	The EEF state that a model of free, universal, before-school breakfast clubs was a cost-effective way of raising pupil attainment in primary schools	2
Provide a counselling service for targeted to reduce the barriers to learning	Setting up a school counselling service provides a healthy un-stigmatised model of emotional support. Lunchtime drop-in services could reach a larger number of students without the commitment of longterm therapy, and group work can increase social cohesion.	3,6
Contingency fund for acute issues	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.	2
Provide sports camp on site in school holiday to increase enrichment when not at school	Based on our experiences we have identified the need to support some families with childcare through the holidays.	2

Total budgeted cost: £ [insert sum of 3 amounts stated above]

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. However, in school data showed that there was an increase in the percentage of PP children achieving ARE in nearly all subjects and year groups from Sum 2020 to Sum 2021. The gap between PP and non-PP children continues to show that there is no significant difference in attainment. The PP children continue to outperform non-PP children in Year 3. This is due to the starting points of this cohort when they joined in EYFS

Prior to 20/21 the performance of our disadvantaged pupils was broadly in line with national. Despite performing well and being on track, due to the pandemic the outcomes were not fully realised. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils and they were not able to benefit from the strategy that was intended to have impact. We believe that the impact was mitigated as many of our PP pupils were also deemed vulnerable according to the school's criteria and so were attending school throughout the pandemic. In addition to this the impact was also mitigated by our commitment to maintain a high quality curriculum on line during periods of partial closure. Strategic leadership of the school during the lockdown ensured many of the activities of the pupil premium strategy could still be implemented. Our leadership teams relentless approach to engagement and our CPD programme to develop teacher pedagogy of remote teaching ensured pupils received a broad and balance curriculum. Technology played a huge part in the drive to catch up but many of our pupils did not have devices. Procuring devices was key to the success of the remote provision for disadvantaged pupils.

The uncertainty of the emerging situation and risk assessment meant that in order to safely staff the school we had two adults in each classroom bubble. This formed a part of the wellbeing strategy to ensure that our disadvantaged pupil had full access to the recovery curriculum.

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
Read, Write, Inc.	Oxford University Press / Ruth Miskin Literacy

Counselling

Child in Time