

Pupil premium, Recovery and School Led Tutoring strategy statement

2021-24



2023-24 Focus

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, reviewing the year 2022 to 2023. It also outlines the school's allocation from pupil premium grant to the School Led Tutoring provision.

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	Lent Rise School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was first published	September 2021
Date on which it was last reviewed	July 2023
Date on which it will be reviewed next	July 2024
Statement authorised by	Jill Watson
Pupil premium lead	Keeley Vessey
Governor / Trustee lead	Pauleen Muldoon

Funding overview for 2022-23

Detail	Amount
Pupil premium funding allocation this academic year	£109,239
Recovery premium funding allocation this academic year	£9,750
School Led Tutoring Top up from Pupil Premium Grant	(£10,854 total SLTF) £7,236 top up to come from Pupil Premium Grant.
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for academic year (2022-23) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£118,989

Part A: Pupil premium strategy plan

Statement of intent

September 2023

At Lent Rise School, we intend to reduce the barriers to learning for children eligible for pupil premium and recognise how these barriers may factor into many aspects of their lives, impacting on their cultural capital. We recognise that not all strategies and interventions put in place suit every child; we tailor this approach and aim to consider this within planning with our **Learn, Reach, Shine** values at the forefront of our minds:

Liberated

Equipped

Ambition

Reason

Nurture

Resilience

Eager

Aspirations

Character

Health

Steadfastness

Hope

Inquiring/Involve

Noble

Eloquence/Entrust

Using EEF's recommended *'Three Tier Approach'*, we draw on recommended strategies to improve teaching, provide targeted support to access the curriculum and beyond.

Our aim is to prevent the widening of age-related attainment gaps between pupil premium and non-pupil premium children. We also strive to support and nurture children's health and wellbeing, enhancing opportunities and providing equal opportunities for all.

Attendance and punctuality are key in extending knowledge; we aim to ensure that these children arrive to school on time. We will do this through:

- Assessing and reviewing regularly through formative, summative and adaptive teaching opportunities
- Providing access to supplies for disadvantaged children through breakfast and after-school provision
- Offering support of payment for activities, educational opportunities and residential visits.

We recognise that there are barriers to learning, whether that be due to cultural capital, individual needs or attendance. The key challenges to achievement that we have identified amongst our disadvantaged pupils are:

- Poor oral language skills due to use of technology and lack of reading being completed within the home environment
- Late arrivals due to lack of breakfast and routine leading to emotional needs
- Low attendance rates
- Parental engagement
- Emotional and attachment needs and increased anxiety/behavioural issues due to COVID
- Attainment gaps

With these challenges at the forefront of our minds, we work hard to reduce these barriers in the following ways:

Poor oral language skills due to use of technology and lack of reading being completed within the home environment

As a Voice21 school, we have developed our curriculum to enhance the language, oral, social and communicative skills for our pupils. We factor in this way of learning across the curriculum in many ways, ranging from drama activities, debates, chatty buddy sessions and tailored teacher questioning.

Late arrivals due to lack of breakfast and routine leading to emotional needs

Whilst we recognise that there are occasions when late arrivals cannot be helped, we ensure that the wellbeing of pupil premium is paramount. Staff have positive relationships with their pupils and often begin asking children how they are in a morning.

Those children presenting as emotional are identified and wellbeing time is given, whether that is with the teacher, a teaching assistant or a member of the wider SLT team. We also factor in the child's individual needs and whether they would be suitable for ELSA sessions.

Low attendance rates

Recognising that illnesses are common, we have a dedicated wellbeing officer, who tracks attendance and works closely with pupils and their families daily. Our pupil premium lead, Keeley Vessey and our wellbeing officer, Hannah Slade, track and analyse the data for pupil premium children per half term, working closely with families to try and narrow the gaps. Rachael Small also holds weekly attendance assemblies and praises the attendance of classes across the school.

Parental engagement

We believe that working closely with families is beneficial for the child and encourages their educational journey.

To develop relationships and an understanding of what is being caught across our curriculum, we hold termly parental consultation meetings with teachers, discussing termly reports and targets for children moving forward. Staff, including our Wellbeing and Attendance Officer, engage with parents, including those who cannot attend parent consultations, offering alternative sessions elsewhere.

To narrow the gap between children with SEND eligible for pupil premium and those who are not, the parents of these children engage with our SENDCO, Rob Jenkins through 'catch up mornings'. We also invite parents to attend curriculum evenings – a chance for pupils to show what they have been learning.

Emotional and attachment needs and increased anxiety/behavioural issues due to COVID

Our Learn, Reach, Shine ethos and consideration of children's wellbeing in shaping them into who they are, we have a dedicated ELSA, play therapist and wellbeing officer, who spend time with identified pupil premium children and work with their emotional and attachment needs. We also have newly introduced therapy guinea pigs to offer alternative therapy strategies, developing pupil premium children's cultural capital and awareness of the link to real-life and contexts outside of the school environment.

Attainment gaps

At Lent Rise School, our Pupil Premium lead, Keeley Vessey, tracks and analyses data for Reading, Writing and Mathematics every half term, sharing findings with our Curriculum Lead, Sarah Boxall, teaching staff and wider SLT, identifying key focus pupils for each teacher to provide a focus moving into the new term.

With the intention of developing the knowledge and acquisition of skills of our 'more able' pupil premium children in particular, we regularly give verbal feedback and ensure they make the same amount of progress compared to their peers through: school-led tutoring, dedicated reading time with our Accelerated Reader Champion, Kirsty Akehurst, pre-teaching opportunities and spending time during assemblies working on key areas.

To embed reading for pleasure, and for purpose, across the curriculum, we have reading volunteers across the school, who read with our more able pupil premium children.

Through a carefully planned and intricate curriculum, we value the importance of prior knowledge playing a vital role in children's educational journey. Our lessons begin with flashbacks, enabling children to draw on what they already know and make links between their learning.

Development of Cultural Capital

Our developed curriculum at Lent Rise fosters children's cultural capital and SMSC, which are embedding in all we do; we value the importance in shaping children who they are and who they are yet to be. Our newly introduced enrichment afternoons allow children to socialise and communicate with different staff and pupils across the school, experiencing new learning opportunities, therefore developing new skills and a deepened understanding of SMSC.

Furthermore, offering support of payment for educational visits ensures that disadvantaged children can experience the same opportunities as their peers, developing their cultural capital.

In developing their cultural capital, our Pupil Premium Lead, Keeley Vessey and Deputy Head and DSL, Rachael Small, hope to run a weekly 'life skills' club, open to children in UKS2 eligible for pupil premium: our aim is to expose children to skills needed in later life.

Impact

Through a rich and bespoke system of developing these skills, children will promote our Learn, Reach, Shine values through kindness, consideration and tolerance for others' views. Their language, and acquisition of language, will be rich and relatable to subjects discussed.

Our system of tracking late arrivals and wellbeing focus will enable children to feel safe, a sense of belonging and empowered to learn.

The impact of monitoring attendance and working closely with families across all areas of the curriculum will further develop parental engagement and children will feel inspired to be in school.

The impact of school-led tutoring, pre-teaching opportunities and dedicated reading time will enable children to further their understanding of what has been taught, both prior and new skills, revisiting prior and new concepts, enabling the knowledge to 'stick'.

Our children will develop their cultural capital and make relative progress in correlation to their non-pupil premium peers.

We recognise that there are still opportunities to be developed. At Lent Rise School, our aim is to:

- Continue to develop children's cultural capital
- Build on our knowledge of Voice21
- Further embed our prior knowledge approaches, through flashbacks and previous learning links
- Embed floorbooks to promote our Voice21 talk tactics and develop the ways in which children respond to the curriculum strands for their year band

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
<p>Reading for pleasure books and a development of oracy across the school through a new programme.</p> <p>Reading for pleasure to be thoroughly embedded throughout the curriculum, with a</p>	<p>Children to enjoy reading.</p> <p>Children can communicate more clearly, demonstrating and increasing their understanding during lesson time.</p>

<p>range of high-quality resources/books available.</p> <p>To embed oracy across the curriculum school through a new programme (Voice 21) – Completion of Phase 1 and beginning phase 2.</p> <p>Introduction of Bucks Oracy liaison group.</p>	<p>Lessons clearly adapted for individual pupils and scaffolded accordingly with increased progress evident in all subject areas, closing the attainment gap.</p>
<p>Breakfast club and fruit to be offered to all children where necessary. Resources to be provided and emotional needs to be assessed by class teachers prior to lessons.</p>	<p>Children feel safe at school as teachers are aware of their situation.</p> <p>Breakfast to fuel concentration at the beginning of the day.</p>
<p>All children to demonstrate an interest in their learning which can be measured through observations and pupil voice.</p>	<p>Outstanding teaching in all classes across the school.</p> <p>Progress and attainment will increase.</p>
<p>Overall attendance and late arrivals to improve through check ins from teachers.</p>	<p>Children to be contacted after 2 days of absence with a follow up phone call.</p> <p>Parents to be contacted if lateness continues more than a 2-day period.</p> <p>Half termly attendance tracking by Pupil Premium and Wellbeing Officer.</p>
<p>Parents to attend parents' evenings and to approach the school where required.</p>	<p>Follow ups for parents who have not booked appointments for the teacher parent evenings. Regular contact from the school to ensure needs are met. Stronger links with parents.</p>
<p>Children to feel happy and supported at school.</p>	<p>Increase well-being for pupils. Children's engagement to increase in lesson time.</p>
<p>Attainment gaps to be narrowed using interventions by teachers and teaching assistants.</p>	<p>Teaching assistants to have regular meetings to discuss their role in the classroom to support children. Interventions are planned by teachers and informed through classwork.</p>
<p>Pupils experience a wide range of extra-curricular activities to promote character education and personal development.</p>	<p>Access to and participation in extra curriculum experiences</p> <p>Access to and participation in social experiences</p> <p>Enhanced learning attainment</p> <p>Enhance wellbeing</p>

Activity in the academic year 2022-23

This details how we spent our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £22,168

Activity	Evidence that supports this approach. EEF Metacognition and Recognition:	Challenge number(s) addressed
Teaching assistant staff meetings and training	<p>Training to be focused on upskilling new and existing staff to ensure that needs are met for all children across the school.</p> <p>CPD – externally and internally – specific to SEND and disadvantaged pupil needs. Developing confidence in teaching and questioning to enable and support pupils.</p> <p>Communication to be clear between both teachers and teaching assistants to maintain progress and support for all disadvantaged children.</p> <p>Audits will evidence impact.</p>	2, 5, 6
Whole Staff Training	Upskilling staff with training on how to support pupils through differentiation and feedback will support strategies for engagement in learning and enable greater access to the curriculum for all pupils, with a focus on those vulnerable pupils identified.	2,5,6
Whole school Oracy programme	<p>Training for staff across to school to support with speaking and listening skills. Misconceptions to be easier to identify as children will be able to explain and articulate themselves accurately.</p> <p>Further development of the curriculum, with clearer differentiation and scaffolding enabling staff to cater for a broader range of needs.</p>	1,6
Curriculum Subject Development	Development of outdoor learning as well as subject leaders developing curriculum across the school.	1,5,6

Targeted academic support

Budgeted cost: £58,587

Activity	Evidence that supports this approach EEF Metacognition and Recognition:	Challenge number(s) addressed
School Led Tutoring 25% contribution from PP	One to one and small group tutoring opportunities are provided with a focus on English and Maths.	5,6
Structured interventions	Reading for pleasure to teachers in the classroom to be included in these boosters	5, 6

Wider strategies

Budgeted cost: £38,235

Activity	Evidence that supports this approach EEF Social and Emotional Learning Strategies and Metacognition:	Challenge number(s) addressed
Preparing children for learning	Children access a healthy breakfast and social activity at the beginning of the day to enable them to be ready to learn.	2
Nurture group	Children to access small group to be led by two trained teachers to support wellbeing across a wide range of children. A calm, safe space for children to share any problems they may be facing at school or home.	2, 5
Monitoring of parental engagement	Disadvantaged parents to be contacted if they have not booked a slot for parents evening. They will be encouraged to do so. Teachers led parent support groups –e.g phonics sessions Lateness to be addressed to assess the needs of parents and ensure the children are in school on time.	1, 3, 4 6
Behaviour for Learning Support	Phase leaders and SLT provide weekly monitoring and target setting across the school.	1,2,3,4,5,6
ELSA support	Weekly support enables greater access to the curriculum for identified pupils	3,5,6

Access to wider curriculum	All pupils can access visits and enrichment activities. One to one or small group music lesson opportunities A vast array of enrichment activities are provided after school by the teaching team. e.g. music, football, deep dive, art and craft, choir,	1
Uniform	Uniform support is provided to enhance inclusion and attendance	3
Transport	Emergency transport providing continued education benefit for pupils and community services	3
Play Therapy	Pupils are supported with specific targeted support when working alongside parents.	6

Total budgeted cost: £118,989

Part B: Review of outcomes for previous year (2022-23)

Intended outcome	Success criteria	Impact Review July 2023
<p>Reading for pleasure books and a development of oracy across the school through a new programme.</p> <p>Reading for pleasure to be thoroughly embedded throughout the curriculum, with a range of high-quality resources/books available.</p> <p>To embed oracy across the curriculum school through a new programme (Voice 21)</p>	<p>Children to enjoy reading.</p> <p>Children can communicate more clearly, demonstrating and increasing their understanding during lesson time.</p> <p>Lessons clearly differentiated and scaffolded accordingly with increased progress evident in all subject areas, closing the attainment gap.</p>	<p>Development of guided reading throughout the school and the use of high-quality texts improving children's enjoyment of reading.</p> <p>Staff training has also provided further opportunities to share good practice to further benefit children.</p> <p>Internal tracking shows attainment in reading has increased by 13.9% since Autumn to Summer. Progress has increased by 12.2% and groups are carefully monitored to identify gaps.</p> <p>Internal monitoring shows teachers use of high-quality texts and carefully</p>

<p>– Completion of Phase 1 and beginning phase 2.</p> <p>Introduction of Bucks Oracy liaison group.</p>		<p>planning curriculum are enabling pupils to engage with greater vocabulary.</p> <p>The Oracy Leads have completed training and rolled this out to the whole teaching team.</p>
<p>Breakfast club and fruit to be offered to all children where necessary. Resources to be provided and emotional needs to be assessed by class teachers prior to lessons.</p>	<p>Children feel safe at school as teachers are aware of their situation. Breakfast to fuel concentration at the beginning of the day.</p>	<p>All FSM pupils offered funded breakfast club places. A significant focus on improvement attendance for FSM pupils led to increased FSM uptake of breakfast club. Pupil engagement in lessons enhanced and lateness lower for FSM group.</p>
<p>All children to demonstrate an interest in their learning which can be measured through observations and pupil voice.</p>	<p>Outstanding teaching in all classes across the school. Progress and attainment will increase.</p>	<p>areas of the curriculum through book looks, staff meetings providing CPD, pupil voice and learning walks.</p>
<p>Overall attendance and late arrivals to improve through check ins from teachers and use of breakfast club.</p>	<p>Children to be contacted after 2 days of absence with a follow up phone call. Parents to be contacted if lateness continues more than a 2-day period.</p>	<p>A significant focus on improvement attendance for FSM pupils led to increased FSM uptake of breakfast club. Increased early intervention parent / school meetings to support attendance has begun to see improvements. Attendance for Autumn: 91% Attendance for Spring: 89.5% Attendance for Summer: 90.2% Pupil premium children's attendance is lower than non-pupil premium children with a difference of 4.4% in the summer term. The difference in Autumn was 5%. The difference in Spring was 4.8%. This shows a decrease in the difference something which will continue to be a focus next year.</p>
<p>Parents to attend parents' evenings and to approach the school where required.</p>	<p>Follow ups for parents who have not booked appointments for the teacher parent evenings. Regular contact from the school to ensure needs are met. Stronger links with parents.</p>	<p>Use of face to face/ phone consultations provided detailed information for parents to use to help their children with their learning. Encouraging parental engagement will continue to be a higher priority focus.</p>

Children to feel happy and supported at school.	Increase well-being for pupils. Children's engagement to increase in lesson time.	Pupil voice surveys showed vast majority of pupils happy at school with comments such as they feel 'it is a safe environment to learn in'.
Attainment gaps to be narrowed using interventions by teachers and teaching assistants.	Teaching assistants to have regular meetings to discuss their role in the classroom to support children. Interventions are planned by teachers and informed through classwork.	Since the end of the academic year in 2022 to the end of the current academic year 2023 teacher assessments demonstrate that the attainment gap between those eligible for pupil premium and their non-eligible peers has improved by the following: Reading = 8.5% Writing = 11.7% Maths = 0.8% Diminishing the gap for all PP remains a high priority focus with emphasis on maths from teacher judgements.
Pupils experience a wide range of extra-curricular activities to promote character education and personal development.	Access to and participation in extra curriculum experiences Access to and participation in social experiences Enhanced learning attainment Enhance wellbeing	Engagement and feedback demonstrate whole child is supported through LRS provisions. Additional clubs are providing FSM pupils with an even greater range of opportunities in areas including homework, sports, first aid and wellbeing.

Whole School Outcomes

EYFS 2023

Whole Group -Good Level of Development	75.5%
PP GLD	60%
SEN GLD	25%

Phonics 2023- meeting threshold

Y1	90%
National (2022)	75%
Y2 (completed both initial and repeat in 22/23)	92%
National (2022)	87%

KS1 SATs 2023

	Expected	Greater Depth
Reading	52%	22%
National (provisional 2023)	49%	18%

Writing	64%	12%
National (provisional 2023)	50%	8%
Maths	53%	20%
National (provisional 2023)	53%	18%

Multiplication Timetables Check 2023

Y4	20% achieved 25/25
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KS2 SATs 2023

	Achieved the standard	Higher Score
GPS	3/13 23%	2/13 15%
National (2023)		
Reading	4/13 31%	1/13 8%
National (2023)		
Writing	4/13 31%	0/13 0%
National (2023)		
Maths	4/13 31%	0/13 0%
National (2023)		

Reading/Writing/Maths	Achieved the Standard	Higher Score
PP Combined Lent Rise School	3/13 23%	0/13 0%
PP Combined National	?%	?%
Combined Lent Rise School	34/59 58%	5/59 8%
Combined National	59%	7%

[Key stage 2 attainment: National headlines, Academic year 2022/23 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://www.gov.uk/explore-education-statistics)

Planned activity for the academic year 2023-24

This details how we spent our pupil premium **this academic year** to address the challenges listed above.

Funding overview for 2023-24

Detail	Amount
Pupil premium funding allocation this academic year	£111,590
Recovery premium funding allocation this academic year	£0

School Led Tutoring Top up from Pupil Premium Grant (25%/75%)	(£4,337 total SLTF) £13,011 top up to come from Pupil Premium Grant.
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year	£111,590

Teaching

Budgeted cost: £18,100 (accelerated reader, Lucy Kent, RWI, Voice 21, 1 day per week Teacher costs for subject release)

Activity	Evidence that supports this approach. EEF Metacognition and Recognition:	Challenge number(s) addressed
Teaching assistant staff meetings and training	<p>Training to be focused on upskilling new and existing staff to ensure that needs are met for all children across the school.</p> <p>CPD – externally and internally – specific to Oracy, Phonics, SEND and disadvantaged pupil needs, adaptive teaching. Developing confidence in teaching and questioning to enable and support pupils.</p> <p>Communication to be clear between both teachers and teaching assistants to maintain progress and support for all disadvantaged children. TAs and teachers to meet regularly to discuss next steps for learning and ensure that booster interventions happen weekly.</p> <p>Audits will evidence impact.</p>	2 ,5, 6
Renaissance Learning Training	Upskilled staff will be able to full utilise the Accelerated Reader resources and use data to impact on next steps and outcomes.	2 ,5, 6
Whole Staff Training	Upskilling staff with training on how to support pupils through differentiation and feedback will support strategies for engagement in learning and enable greater access to the curriculum for all pupils, with a focus on those vulnerable pupils identified.	2,5,6

Whole school Oracy programme	Training for staff across to school to support with speaking and listening skills. Misconceptions to be easier to identify as children will be able to explain and articulate themselves accurately. Further development of the curriculum, with clearer differentiation and scaffolding enabling staff to cater for a broader range of needs.	1,6
Curriculum Subject Development	Development of outdoor learning as well as subject leaders developing curriculum across the school.	1,5,6

Targeted academic support

Budgeted cost: £42,315 (75% SLT grant, third space, % of EJ/ MH)

Activity	Evidence that supports this approach EEF Metacognition and Recognition:	Challenge number(s) addressed
School Led Tutoring 75% contribution from PP	One to one and small group tutoring opportunities are provided with a focus on English and Maths.	5,6
NTP online support	NTP 1-1 online weekly session for targeted pupils	5, 6
Structured interventions	Reading for pleasure to teachers in the classroom to be included in these boosters	5, 6

Wider strategies

Budgeted cost: £61,679 (FSM breakfast club costs, KN salary, AL/ KA 2pms per week salary, FSM trip costs, Simone, Cultural Capital and Club lead roles and budgets)

Activity	Evidence that supports this approach EEF Social and Emotional Learning Strategies and Metacognition:	Challenge number(s) addressed
Preparing children for learning	Children access a healthy breakfast and social activity at the beginning of the day to enable them to be ready to learn.	2
Nurture group	Children to access small group to be led by two trained teachers to support wellbeing across a wide range of children. A calm, safe space for children to share any problems they may be facing at school or home.	2, 5
Monitoring of parental engagement	<p>Disadvantaged parents to be contacted if they have not booked a slot for parents evening. They will be encouraged to do so.</p> <p>Teachers led parent support groups –e.g phonics sessions</p> <p>Lateness to be addressed to assess the needs of parents and ensure the children are in school on time.</p>	1, 3, 4 6
Behaviour for Learning Support	Phase leaders and SLT provide weekly monitoring and target setting across the school.	1,2,3,4,5,6
Reading Promotion	Enhanced reading areas	
ELSA support	Weekly support enables greater access to the curriculum for identified pupils	3,5,6
Access to wider curriculum	<p>All pupils can access visits and enrichment activities.</p> <p>One to one or small group music lesson opportunities</p> <p>A vast array of enrichment activities are provided after school by the teaching team.</p> <p>e.g. music, football, deep dive, art and craft, choir,</p> <p>Development of Cultural Capital and further extracurricular opportunities</p>	1
Uniform	Uniform support is provided to enhance inclusion and attendance	3

Transport	Emergency transport providing continued education benefit for pupils and community services	3
Play Therapy	Pupils are supported with specific targeted support when working alongside parents.	6

Total budgeted cost: £122,090