

# Pupil premium, Recovery and School Led Tutoring 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 also outlines the school's allocation from pupil premium grant to the School Led Tutoring provision (25% school contribution for 2021-22).

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	469
Proportion (%) of pupil premium eligible pupils	14%
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	September 2021
Date on which it was last reviewed	July 2022
Date on which it will be reviewed next	July 2023
Statement authorised by	Jill Watson
Pupil premium lead	Paige Reeves
Governor / Trustee lead	Nalini Milligan

## Funding overview for 2021-22

Detail	Amount
Pupil premium funding allocation this academic year	£99,676
Recovery premium funding allocation this academic year	£9,208
School Led Tutoring Top up from Pupil Premium Grant	(£9,315 total SLTF) £3,105 top up to come from Pupil Premium Grant.
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for academic year (2021-22)</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£108,884

# Part A: Pupil premium strategy plan

## Statement of intent

Barriers to learning for pupil premium children could factor into many aspects of their lives. Difficult family and home environments create challenges in many different variations. This means that not all strategies or interventions would suit every child.

We use the EEF recommended Three Tier Approach to provide strategies to improve teaching, provide targeted support and provide support to access the curriculum and wider curriculum through bespoke strategies.

### Objectives for our school:

- To prevent the widening of age-related attainment gaps between pupil premium and non-pupil premium children.
- To support children's health and wellbeing to begin school the correct way, enhance opportunities and provide equal opportunities.
- To improve attendance for disadvantaged pupils, ensuring they are arriving to school on time.

### We will do this through:

- The needs of pupil premium children to be assessed and reviewed regularly through teaching and learning opportunity.
- To provide access to and adequate supplies for disadvantaged children through breakfast and afterschool provision and snacks at break time.
- Support of payment for activities, educational visits and residential visits.

## Challenges

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

Challenge number	Detail of challenge
1	Poor oral language skills due to the use of technology and lack of reading being done in the home environment.
2	Unprepared arrival – lack of breakfast and routine leading to emotional needs and preventing good attainment and progress.
3	Low attendance rates and late arrival
4	Parental engagement

5	Emotional and attachment needs and increased anxiety/behavioural issues due to covid.
6	Attainment gaps

## 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 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>Children to enjoy reading.</p> <p>Children are able to 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>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>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 through the use of 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</p>

	are planned by teachers and informed through classwork.
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

## Activity in the academic year 2021-22

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

### Teaching

Budgeted cost: £34,442

Activity	Evidence that supports this approach.  <b>EEF Metacognition and Recognition:</b>	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. 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	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: £22,623

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: £51,819

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 lead 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
ELSA support	Weekly support enable greater access to the curriculum for identified pupils	3,5,6
Access to wider curriculum	<p>All pupils are able to 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 provide after school by the teaching team.</p> <p>e.g. music, football, deep dive, art and craft, choir,</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: £108,884**

## Part B: Review of outcomes for previous year (2021-22)

Intended outcome	Success criteria	Impact Review July 2022
<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) – Completion of Phase 1 and beginning phase 2.</p> <p>Introduction of Bucks Oracy liaison group.</p>	<p>Children to enjoy reading.</p> <p>Children are able to 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>Pupil voice surveys show that pupils are more engaged with reading and are developing oracy strategies within lessons.</p> <p>Our internal tracking show diminishing difference from post covid baseline assessment point in 2021 to July 2022. Gaps diminishing from non-eligible peers by the following: Reading – 5.8% Writing – 5.3% Maths – 6%</p> <p>*Please see attainment comparison section for further detail.</p> <p>Internal monitoring shows teachers use of high-quality texts and carefully 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 ready for 2022.</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 FSM pupils offered funded breakfast club places.</p> <p>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.</p> <p>Progress and attainment will increase.</p>	<p>Interval monitors of behaviour logs alongside pupil voice/ learning walks/ lesson observations show engagement in learning in line with all pupils.</p> <p>Phase leaders monitor staff via observations to ensure good outcomes for all children and SLT take regular learning walks focusing on different areas to ensure engagement within lessons.</p> <p>Subject leads also ensure children have received good exposure to all</p>



		areas of the curriculum through book looks, staff meetings providing CPD, pupil voice and learning walks.
Overall attendance and late arrivals to improve through check ins from teachers and use of breakfast club.	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.	PP attendance remains a high priority focus. PP attendance for Summer 2 2021-2022 = 86.9% compared to 92.2% for non-eligible peers. This is a difference of 5.3%. Compared to last year 2020-2021, attendance is lower for both groups and the gap between the groups has increased from 3.3% to 5.3%.
Parents to attend parents' evenings and to approach the school where required.	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.	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.
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 through the use of 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.	KS1 phonics outcomes higher than National. Although KS2 outcomes data does not yet show fully diminished differences, post covid baseline measures compared to end July teacher assessments demonstrate that attainment for those eligible for pupil premium has improved across the school by the following: Reading = 19.7% Writing = 24.4% Maths = 16.9%  *Please see Attainment comparison section for further detail.  KS2 SATS data show that 38% of our pupils eligible for pupil premium achieved the expected standard in reading, writing and maths.  Nationally, 43% of pupils eligible for pupil premium achieved the expected standard in reading, writing and maths.

		<p>46% of our children eligible for pupil premium achieved the expected standard in writing and maths.</p> <p>38% of our children eligible for pupil premium achieved the expected standard in reading.</p> <p>74% of non-eligible pupils at Lent Rise achieved the expected standard in reading, writing and maths.</p> <p>Nationally, 65% of non-eligible pupils achieved the expected standard in reading, writing and maths.</p> <p>Diminishing the gap for all PP remains a high priority focus with emphasis on reading and writing.</p>
Pupils experience a wide range of extra-curricular activities to promote character education and personal development.	<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>	Engagement and feedback demonstrates whole child is supported through LRS provisions.

### Attainment Comparison from Summer 2 2020-21 to Summer 2 2021-22

Attainment EY-Y6 (73)	Reading	Writing	Maths
PP children at or above	17 / 23.3%	9 / 12.3%	20 / 27.4%

Attainment EY-Y6 (79)	Reading	Writing	Maths
PP children at or above	34 / 43%	29 / 36.7%	35 / 44.3%

This shows teacher assessments for attainment from 2020-21 to 2021-22 have improved across all areas for pupil premium students.

At or above (73) and (376) <b>SUMMER 2 2021</b>	Reading			Writing			Maths		
	PP	Non PP	Gap	PP	Non PP	Gap	PP	Non PP	Gap
Attainment	17 / 23.3%	245 / 65.4%	-42.1%	9 / 12.3%	208 / 55.3%	-43%	20 / 27.4%	251 / 66.8%	-39.4%

At or above (79) and (363) <b>SUMMER 2 2022</b>	Reading			Writing			Maths		
	PP	Non PP	Gap	PP	Non PP	Gap	PP	Non PP	Gap
Attainment	34 / 43%	288 / 79.3%	-36.3%	29 / 36.7%	270 / 74.4%	-37.7%	35 / 44.3%	282 / 77.7%	-33.4%

The above two graphs show the gaps between pupil premium students and their non-eligible peers are diminishing.

## KS2 SATS Results

SATS	Reading			Writing			Maths			Overall		
	PP	Non-PP	Gap	PP	Non-PP	Gap	PP	Non-PP	Gap	PP	Non-PP	Gap
2018-2019	5 / 83.3 %	37 / 71.2 %	+12.1 %	5 / 83.3 %	90.4 %	- 7.1%	3 / 50%	37 / 71.2 %	- 21.2 %	3 / 50%	63.5 %	- 13.5 %
2021-2022  13/76	5 / 38%	83%	-45%	6 / 46%	83%	-37%	6 / 46%	83%	-37%	5 / 38%	74%	-36%

The table above shows the comparison of children eligible for pupil premium with their non-eligible peers achieving the expected standard of above for KS2 SATS. The gaps have increased between these groups, particularly in reading.

Nationally, it has been reported that KS2 SATS results have dipped from 2019 to 2022 and this is evident in our data. 43% of pupils eligible for pupil premium achieved the expected standard in each subject compared to 38% of pupils eligible for pupil premium at Lent Rise. This is broadly in line.

## Planned activity for the academic year 2022-23

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

## Funding overview for 2022-23

Detail	Amount
Pupil premium funding allocation this academic year	£90,220
Recovery premium funding allocation this academic year	£9,568
School Led Tutoring Top up from Pupil Premium Grant	(£6,026 total SLTF) £4,017 top up to come from Pupil Premium Grant.
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b>	<b>£99,788</b>

## Teaching

Budgeted cost: £7,000

Activity	Evidence that supports this approach. <b>EEF Metacognition and Recognition:</b>	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
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: £50,000

Activity	Evidence that supports this approach  EEF Metacognition and Recognition:	Challenge number(s) addressed
School Led Tutoring 40% 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: £43,000

Activity	Evidence that supports this approach  <b>EEF Social and Emotional Learning Strategies and Metacognition:</b>	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 lead 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 enable greater access to the curriculum for identified pupils	3,5,6
Access to wider curriculum	<p>All pupils are able to 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 provide after school by the teaching team.</p> <p>e.g. music, football, deep dive, art and craft, choir,</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: £100,000.00**