# Pupil premium strategy statement for Lythe CEVC School

**September 2023-24**

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

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| Detail | Data |
| Number of pupils in school YR-Y6 April 2023 | 80 |
| Proportion (%) of pupil premium eligible pupils for financial year 2023-4 | 13% |
| Number of pupil premium eligible pupils in school 2023-24 | 4 |
| Academic year/years that our current pupil premium strategy plan covers | 2023-2024 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Lisa Armstrong (Headteacher) |
| Pupil premium lead | Lisa Armstrong |
| Governor lead | Mark Robinson (CoG) |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £15,625 |
| Recovery premium funding allocation this academic year | £1,500 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)*  *\*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.* | £0 |
| **Total budget for this academic year** | £17,125 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| **Be the best you can be and let your light shine**  Our Vision is for our school community to flourish academically, physically and spiritually. We want our children to shine as individuals and as a school family, going on to enhance the wider community and the lives of those around them. In order to do this, children need a safe, happy and excellent quality education which gives them a great knowledge of the world and allows them to discover what they are good at and build ambition for the future.  We recognise the challenges of living and working in a remote rural area with families living in areas with IDACI deciles 1-9. It is our intention that whatever challenges and disadvantages may be present, all children at Lythe School are given:  **a sense of belonging:**a knowledge that they are safe and valued for who they are, as an individual with lots to offer. All are treated with respect and dignity.  **a sense of empowerment**: opportunities to take charge, take action and make a difference;  know that they can be agents of change and can make choices about their lives; high aspirations for themselves.  **the knowledge that their wellbeing is important:**we look after each other; we develop physically, mentally, emotionally, spiritually and socially and we show compassion when people are having difficulties.  **the support to understand their own feelings and behaviour**: to help them learn to make their own good choices and treat others how they would like to be treated and be kind, safe and respectful.  **a wide experience and understanding of the world**, locally, nationally and globally; the chance to develop good general knowledge and learn from the past and the present; the chance to make strong links and live well with other people.  **Excellent teaching**led by professionals  with high aspirations and expectations for learners so that all achieve well and fulfil their potential, and are well-informed and skilled enough to challenge the status quo.  **an understanding of the importance of attending school well**  **the confidence to take risks**, and to be unafraid to try and fail; to persevere; to make courageous decisions and ask difficult questions.  **encouragement to develop their personal system of ethics, values and beliefs**; an enquiring and open environment for spiritual development;  coherent and relevant understanding of Christianity and the ability to live well together with people of all faiths and none.  **wide opportunities to discover things they like** and are good at; encouragement to pursue these.  Our intention for the pupil premium is to use it in a focussed way to tackle the areas where we know that children at Lythe School need the most support. Our plan is largely built on ensuring that children are physically, mentally and emotionally well and resilient and benefitting from excellent, personalised teaching and support. Family support is crucial to doing this successfully and at Lythe we are fortunate to have good relationships which will be nurtured throughout the activities in this document. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Attendance and punctuality are whole-school issues. Although PP / non-PP attendance overall is very similar, there are additional challenges for some children which need to be specifically supported. |
| 2 | Opportunities for broadening horizons and building cultural capital are more difficult to access due to the geographical location of our catchment. This difficulty is compounded by disadvantage for some children. |
| 3 | Internal and external assessments along with pastoral / learning conversations show that multiple vulnerabilities for some children impact on progress and attainment in maths and / or reading. |
| 4 | CPOMs case studies show that some children have additional support needs for emotional and mental health which impact on attendance and engagement with school and as a result, with progress and attainment. |

## 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.

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| Intended outcome | Success criteria |
| Children attend school well and do not miss any learning time. | Attendance remains in line with non-vulnerable children. All vulnerable children have attendance of at least our school target of 96%, with perfect punctuality. |
| Children achieve well due to a wider range of targeted teaching / feedback styles achieved by being taught in smaller classes / groups or through use of specific interventions that address individual gaps and challenges.  Additional input supports children where families may be challenged to provide help at home. | Children in KS1/2 make rapid progress in all subjects from their starting points and the gap between disadvantaged / non-disadvantaged closes. Children achieve age-related expectations based on FFT20 targets in reading, writing and maths, with end of key stage progress scores at least in line with national average. Children with high prior attainment remain on high-achieving trajectory.  Children in EYFS make rapid progress from starting points and achieve GLD in C&L, Literacy and Maths; outcomes in line with national averages.  Children score well in PSC and MTC. |
| Children have opportunities to pursue extra-curricular activities, travel outside the local area, participate fully in school trips and activities, learn a musical instrument or other skill to enhance cultural capital and self-esteem. | All children have participated in outdoor/adventurous activities and |
| Children have high quality emotional and mental health support so that they are able to learn well and participate fully in school life. | Children are observed to participate fully in lessons and other activities and are seen, using triangulated evidence, to challenge themselves, contributing to accelerated progress.  CPOMs case studies and pupil and parent voice show sustained improvement in emotional and mental health and wellbeing. |

## 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: £13,000

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|  | Evidence that supports this approach | Challenge number(s) addressed |
| Provision of Teaching Assistant in each class. | Reducing the cohort size, or providing additional support to children through small or one to one provision (see below) is recognised by the EEF as positive impact, where the smaller group enables different, high quality feedback and targeted teaching compared with teaching a larger group.  Progress in reading in school has shown the impact of consistent, focused work in carefully-chosen groups. | 3,4 |

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

Budgeted cost: £2,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| IDL literacy support programme for 1:1 reading / spelling intervention | Proven specialist software programme designed to deliver effective literacy intervention. IEP reviews in school show increased reading and spelling age following use. | 3 |
| RWI phonics intervention. TA provision allows daily 1:1 or very small group |  |  |
| TA provision to allow structured maths intervention, including pre- and post-teaching 1:1 or small group focusing on individual gaps or challenges, linked to class learning. Staff CPD in use of intervention materials. | EEF indicates that this can be effective where consistent and high quality, also that TAs are likely to be most effeceive when delivering a structured intervention. |  |
| TA provision for NELI speech and language to provide firm foundation for phonics and reading. |  |  |
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 2000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Training and release time for Thrive practitioner | EEF identifies social and emotional support as providing +4 months progress. Thrive’s own research indicates a strong improvement in wellbeing and also academic progress as a result of this intervention. Individual case reviews in school identify the positive impact on children who have engaged with emotional support, in terms of attendance and in engaging with learning. | 3, 4 |
| Seashells | Previous success within school indicates that use of Seashells is effective in supporting arrival at school to ensure a punctual and positive start to learning, including a healthy breakfast and emotional support. | 1 |
| Paid places on school trips including residentials; music lessons; extra-curricular activities; provision of equipment for outdoor learning eg wet weather gear for Forest Schools. | The positive impact of outdoor and adventurous activities and participation in sporting and creative activities is well documented in terms of developing self-esteem, a sense of belonging, self-motivation and a wider knowledge and understanding of the world. | 2, 3, 4 |

**Total budgeted cost: £17,000**

# Part B: Review of the previous academic year (2022-23)

## Outcomes for disadvantaged pupils

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| Pupil premium was used to fund places in our breakfast club to encourage good attendance and punctuality for identified pupils. This was xxx attendance pp vs non-pp  *Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.*  *Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*  *We strongly discourage comparing your school’s 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, for secondary schools, changes were made to GCSE and A level exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019.*  *You can compare your school’s disadvantaged pupils’ performance data to local and national averages, with caution.*  *If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.* |

## 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.*

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| Programme | Provider |
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## Service pupil premium funding (optional)

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| *For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year** |
| There are no service pupils at Lythe School. |
| **The impact of that spending on service pupil premium eligible pupils** |
| N/A |