



Pupil premium strategy statement for Lythe CEVC School

September 2024-25

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	60 (excl. nursery)
Proportion (%) of pupil premium eligible pupils	11.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024/25 (due to variable numbers and small cohorts, as well as interim leadership, it was decided a 1 year plan would be more effective)
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Olly Cooper (Co-Interim Headteacher)
Pupil premium lead	Olly Cooper
Governor / Trustee lead	Mark Robinson (CoG)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,360
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</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>	£10,360
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Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the governing body accept responsibility for all pupils, including those in receipt of the pupil premium, and are committed to meeting their pastoral, social, emotional and academic needs within a caring and nurturing environment. We hope that each child will develop a love of learning and acquire skills and abilities that enable them to fulfil their potential and be happy.

We have high aspirations for all learners and wish to ensure that those most disadvantaged, for whatever reason, are given all opportunities to be as successful as their peers.

This vision ties in with our school's theologically-based vision statement which ensures that all children are able to 'let their light shine'.

Our Vision Statement:

Our school community will flourish academically, physically and spiritually. All will shine as individuals and also as a school family, going on to enhance the wider community and the lives of those around them.

Our vision statement arises out of the bible passage that underpins the school's core belief:

'You are the salt of the earth... you are the light of the world'

Jesus speaking in Matthew Chapter 5

Mission Statement

Our daily work will be rooted in our vision and will be based upon giving everyone:

- *Outstanding teaching, delivered by ambitious and driven professionals who fundamentally share the school's aspirations for our learners, in order to ensure that we all flourish as individuals and achieve our fullest potential.*
- *Awareness that the wellbeing of everyone is important. Whatever an individual's place in school, their place is a safe and important one. We take care of each other, support one another in whatever way is needed and show compassion to our school family, our families at home and to those in our community.*
- *The ability to develop their own ethics, values and beliefs. The school will provide an open, safe and enquiring environment for spiritual development. We will*

provide a coherent and relevant understanding of Christianity and an understand of the need to live well together with people of all faiths and none.

- *High aspirations for themselves. We will provide a feeling of empowerment to all, with opportunities to take charge and a full understanding of how to be positive agents for change in our school family and the wider community.*
- *Confidence to take risks and to be unafraid to try and fail, to persevere, to make courageous decisions and ask difficult questions. We will support others on their journey to achieve this.*
- *A sense of belonging. We will provide everyone with the knowledge that they are safe and valued for who they are. Everyone will be treated with respect and dignity and those values will be a driving force in our teaching. We will represent these values in the wider community.*
- *An understanding of ourselves. We will help each other understand who we are, our feelings and behaviours. We will make positive choices; treating others the way we would want to be treated.*
- *An understanding of the world, locally nationally and globally. We will equip everyone with the opportunity to take lessons from the past, to understand the present and to positively influence their futures. We will have the confidence to shine our individual light in times of difficulty and uncertainty.*
- *Opportunities to discover the things we like. We will nurture the discovery of what we are good at and how to pursue individual goals and aspirations.*
- *Understanding that it is important to attend school and to be ready to participate, learn and embody the school's vision and mission.*

Challenges

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

Challenge number	Detail of challenge
1	There is a significant proportion of disadvantaged pupils who speak English as an additional language and have joined the school in the last 2 years.
2	Attendance of disadvantaged pupils was 93.8% in 2023/24, below the national and school average.

3	There are significant pastoral, social, emotional and mental health needs amongst disadvantaged learners.
4	The proportion of disadvantaged learners that meet the expected standards in reading, writing and maths combined is extremely low.

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
Disadvantaged pupils who speak English as an additional language are well supported in class so that they narrow the academic gap between themselves and their peers, ensuring they meet age-related expectations by the end of Year 6	EAL pupils meet age-related expectations by the end of Year 6 in reading, writing and maths, as demonstrated in statutory assessments.
Attendance for disadvantaged learners improves in line with, at least, national average.	Attendance for disadvantaged learners improves in line with, at least, national average. This increases from last year's average for this cohort of 94.2%
Disadvantaged learners are supported so that their pastoral and SEMH needs are met, reducing the impact these have on their wellbeing and academic progress.	Disadvantaged learners achieve well. There are fewer pastoral and SEMH needs and/or these are better managed, as evidenced by CPOMs incident reports and IEP outcomes.
The proportion of disadvantaged learners achieving the expected standard in reading, writing and maths improves.	2024-25: improve combined attainment in reading, writing and maths to 42% (up from 28%) 2025-26: improve combined attainment in reading, writing and maths in line with national average for Key Stage 2.

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: £ 6,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of highly qualified support staff to support the above and to eradicate gaps in pupils' knowledge, especially amongst disadvantaged learners, including those who speak English as an additional language.	From EEF: <u>Quality deployment of teaching assistants</u> 1. Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. 2. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.	1 and 4
Introduction of a broad and balanced curriculum with bespoke training support for all staff, including in core subjects.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <u>Mathematics guidance: key stages 1 and 2</u> The EEF guidance is based on a range of the best available evidence: <u>Improving Mathematics in Key Stages 2 and 3</u> EEF guidance on improving Literacy in Key Stage 2: <u>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</u> Ofsted curriculum research reviews <u>https://www.gov.uk/government/collections/curriculum-research-reviews</u>	1 and 4
Addition of new class to provide better adult:pupil ratio and address gaps in learning for all pupils, especially	EEF research suggests that smaller class sizes increases chances that children progress quicker: <u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</u>	1 and 4

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

Budgeted cost: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics tutoring approaches.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</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:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	1 and 4
Bespoke pre and post teaching interventions to support retention and acquisition of new content and to close gaps.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	1 and 4

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

Budgeted cost: £ 1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Thrive assessments and intervention strategies to support children with pastoral and/or SEMH needs.</p>	<p>Thrive is a well-recognise and research-based approach to supporting children with these needs: https://www.thriveapproach.com/impact-and-research</p>	<p>3</p>
<p>Assigning of an attendance lead to embed the principles of working together to improve school attendance. This involves release time for staff to deliver interventions and support strategies for individual pupils.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>2</p>
<p>Support of trained SENDCo and DSL to oversee support of children with pastoral and/or SEMH and attendance needs, alongside external agencies.</p>	<p>Working Together to Safeguarding Children 2023 EEF: https://educationendowmentfoundation.org.uk/news/eef-blog-the-role-of-the-sendco-in-developing-teaching-practice</p>	<p>2 and 3</p>

Total budgeted cost: £10,360

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

There are very small (under 5 pupils) cohorts of disadvantaged pupils and these pupils may be identifiable should specific statutory data aspects be reported. There were 0 disadvantaged pupils who sat end of Key Stage 2 assessments in 2023/24.

Other statutory assessments (such as EYFS profile; phonics screening assessment and multiplication tables check), as well as internal assessments, suggests that disadvantaged pupils achieve significantly less than their peers. However, caution must be given to this assessment, given there are a number of other factors with this small cohort, such as SEND and EAL. There are very few pupils who do not have these other potential barriers.

Attendance: disadvantaged learner attendance rate in 2023/24 was 94.2%. This is slightly below the school average (94.3%) and the national average for primary schools (94.5%). This was an improvement on previous years: in 2022/23, disadvantaged learners attendance rate was 92.8%.

There were fewer recorded incidents in the school's system for monitoring safeguarding and pastoral issues, however these remain due to some of the complex backgrounds of disadvantaged pupils in this school. The incidents reported show that these students are supported well with their varying needs.

All pupils, including those who are disadvantaged, were given opportunities to build their cultural capital. There was additional funding available to allow these pupils to access these opportunities, which included visits to a range of locations that children would otherwise not experience due to a range of factors, including the locality of the school, e.g. visiting a city (Edinburgh).

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