



Lyon Park Primary School

Learning and Growing Together



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	Lyon Park Primary School
Number of pupils in school	878
Proportion (%) of pupil premium eligible pupils	6.4% (56)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 -2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2024
Statement authorised by	The Governing Board on ...
Pupil premium lead	Mrs Leena Pacquette
Governor / Trustee lead	Mr. Elijah Puscas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,302.52
Recovery premium funding allocation this academic year	£8, 344
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£81,646.52

Part A: Pupil premium strategy plan

Statement of intent

At Lyon Park Primary, we are ambitious and have high aspirations and for our children; we believe that all children should be able to reach their full potential and that reaching your potential is not about your social class, but instead, about acquiring the necessary knowledge, developing the necessary skills and values required to succeed at every stage of life. We are determined to provide the support and guidance that our pupils who are in receipt of the Pupil Premium Funding need to overcome specific barriers to reach their full potential. In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum to open up the world to them and improve their life chances.

Challenges

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

Challenge number	Detail of challenge
1.	Low attainment and slow progress rates made by pupil premium/disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge. Pupils also have limited language skills to articulate ideas and explain their understanding.
2.	Pupils have limited experiences beyond their home life and immediate community. They also have limited access to books, libraries and technology (such as iPads, computers, Wi-Fi etc.)
3.	Pupils and their families have social & emotional difficulties, including medical and mental health issues. Some children also cross group and are identified as having special educational needs, are vulnerable and EAL, families do not have the understanding or knowledge of how to access support for themselves or their children.
4.	Low attendance and persistent absenteeism of PP/disadvantaged children.

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
<ul style="list-style-type: none">Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress	<ul style="list-style-type: none">End of summer 2022 and 2023 data will show that 95 – 100% of disadvantaged children have made expected progress from the previous summer leading to pupils targeted to be at age related expectations or greater depth meeting those targets.

<p>and 'catch up' or exceed prior attainment standards.</p> <ul style="list-style-type: none"> • To ensure fallen behind children receive targeted high-quality intervention monitored by leaders. Have made expected progress from the previous summer. End of summer data will also show that 10 – 20% of disadvantaged children will have made accelerated progress. • Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress. 	<ul style="list-style-type: none"> • End of summer data will also show that 10 – 20% of disadvantaged children will have made accelerated progress. • Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress. • Pupils' language is developed and they are able to articulate ideas and have a wider vocabulary.
<ul style="list-style-type: none"> • Pupils have a breadth of experiences that enable them to contextualize their learning. • School will deliver an engaging, broad and varied curriculum with a clear strategy for enrichment activity and policy to ensure that pupils entitled to Pupil Premium Grant take up these opportunities. • Opportunities planned will take into account what enthuses boys in learning and these will be implemented. • 	<ul style="list-style-type: none"> • The Challenge Curriculum will provide pupils with exciting, varied and book-based learning. • Pupil questionnaires will show that children enjoy school and are enthused to learn more. We will have instilled a love of learning in all children. • Teachers and support staff will plan a wide range of visits/events/experiences to inspire/enhance learning and make it memorable and ensure that there is a focus on boys learning. • At least 3 experiences per year, one a term. Each year group will spend allocated funding on providing enrichment days and events, which excite and enthuse children to learn across all subjects and make links in their learning. • Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day. • Pupils entitled to PP have access to technology to enrich learning.
<ul style="list-style-type: none"> • Pupils and families with identified social, mental health, emotional or health needs are well supported by school staff so that the needs are removed or alleviated. 	<ul style="list-style-type: none"> • SLT and the SENCo to identify and support families, children, and work to alleviate barriers to learning. • Identified children are invited to Nurture, positive play and Lego Therapy sessions with support staff. • Families are signposted to other agencies to support them including Early Help referrals and the uptake of this support is high.

	<ul style="list-style-type: none"> Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.
<ul style="list-style-type: none"> All disadvantaged pupils will meet national expectations for attendance/persistent absence. 	<ul style="list-style-type: none"> Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%). Monitoring of attendance by the Deputy Head teacher/Attendance Officer brings about and increase in PP pupils' attendance and a decrease in persistent absence.

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: £ [£48,934.48]

Activity	Evidence that supports this approach	Challenge number(s) addressed
To hire an experienced intervention teacher to work across the school to work with pupils across a range of subject areas.	Education Endowment Foundation	1
To ensure that the experienced intervention teacher and support staff are trained to develop oracy across the curriculum with pupils by using a structured approach such as Word Aware.	Education Endowment Foundation -	1

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

Budgeted cost: included in the figure above.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading intervention	Education Endowment Foundation -	1 and 2
Writing intervention	Education Endowment Foundation	1
Oracy intervention	Education Endowment Foundation	1 and 2

Maths intervention	Education Endowment Foundation	1
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [17,805]

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide therapeutic support for pupils when it is needed.	Education Endowment Foundation	3
To purchase 10 tablets and WIFI dongles so that pupils have access to online learning when it is needed.	Education Endowment Foundation – Moderate impact for high cost	2
To run workshops to help parents/carers to gain better access to wider services.	Education Endowment Foundation	3 and 4
To continue to work with the EWO to target low attendance and implement strategies to improve this.	Education Endowment Foundation	4
To ensure that pupils have access to a range of clubs and extra-curricular activities to further build on their cultural capital.	Education Endowment Foundation	2

Total budgeted cost: £71,739.48]

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.

<u>Profile of Pupils entitled to Pupil Premium Grant</u>								
Whole school	Total number of pupils	Total number of PP pupils	PP & SEND K	PP & SEND EHCP	PP & LAC	PP EAL	PP Boys	PP Girls
Nursery	74	1	0	0	0	1	1	0
Reception	113	3	0	0	0	2	2	1
Year 1	117	8	3	0	1	8	4	4
Year 2	114	5	0	1	0	4	3	2
Year 3	114	10	2	0	1	9	4	6
Year 4	117	8	0	3	0	3	7	1
Year 5	120	13	0	0	0	10	8	5
Year 6	117	13	2	0	1	11	6	7
Total	886	61	7(11.5%)	4 (6.6%)	3 (4.9%)	48 (78.7%)	35 (57.4%)	26 (42.6%)

Barriers to future attainment for pupils eligible for Pupil Premium Grant

- A large number of pupils (48 pupils, 78.7%) use English as an additional language. This can mean that communication and language skills are generally lower and this can slow down progress in subsequent years.
- A quarter of PP pupils are SEND which can have an impact on attainment in R, W, and M. Of the 11 children, 4 of them have an EHC plan.
- Pupils learning can be affected by emotional, behavioural and parenting issues as well as other vulnerabilities. Of the 61 pupils in receipt of PPG, 14 have been are monitored for safeguarding reasons.
- A large number of pupils eligible for PP join us with limited experiences outside of school. This is reflected in their understanding of the world and levels of speech and language and writing.

- Some pupils entitled to PPG cross group and have various other barriers such as SEND, being EAL and additional vulnerabilities.

Action PPG is being used for:	Allocated amount	Target Group	Intended Outcome	Monitored by:	Impact & review
Accelerate progress and attainment in reading.	£22,904.33	Across the school	Progress and attainment to be accelerated through targeted interventions for reading.	SLT SENDCO English leaders Class teachers	Over the autumn term various interventions took place in and out of class to accelerate the progress of PP children at risk of making the expected attainment or progress. The feedback demonstrates that this supported the children with in-class teaching and consolidated new further. During school closures, various staff were part of the Virtual Learning Team and supported PP/ SEN families with bespoke home learning packs and phone call support. 1:1 online reading also took place for some children.
Accelerate progress and attainment in writing.	£20,956.83	Across the school	Progress and attainment to be accelerated through targeted interventions for writing.	SLT SENDCO English leaders Class teachers	Most of the writing interventions took place in class. Outcomes in books demonstrate that children had started making good progress prior to the lockdown. Assignments from Microsoft Teams showed some children developing their writing skills. This is also demonstrated in the packs that have been returned to school. Data outcomes for Spring 2 are low across the

					school for writing. There are no significant differences between PP and non PP children.
Accelerate progress and attainment in mathematics.	£20,489.83	Across the school	Progress and attainment to be accelerated through targeted interventions for Maths. More children to transfer from WTS to EXS, EXD to GDS.	SLT SENDCO Maths leaders Class teachers	Most of the maths interventions took place in class. Outcomes in books demonstrate that children had started making good progress prior to the lockdown.
To develop social, emotional skills.	£2,826.01	Across the school	Pupils to take part in music tuition and work as part of a team.	Music Lead DHT	Keyboard and steelpan lessons were offered to both KS1 & 2, with subsidized places for children in receipt of PP. These were not able to continue during school closures but alternative delivery avenues are being explored for the next academic year. All the children enjoyed having the tuition lessons. The Music Lead did some Music Therapy sessions with some of the children who needed to develop better self-regulation strategies and confidence to interact with other children. Feedback has been that 7/8 these children are self-regulating better and are more able to manage their emotions and social situations. 1 child has is having other support.

Speech and language support.	£2,203	EYFS & KS1	Target pupils with speech and language needs early.	SENDCO SALT Team DHT	18 pupils received SALT support and interventions during autumn term. This helped some pupils to better access the curriculum, other pupils have had other referrals made to other agencies as more concerns about their needs came to light.
Mental health and wellbeing	£5,940	Across the school	Target pupils who need support due to vulnerabilities and to improve confidence, participation and self-regulation.	DHT SENDCO Art therapist	At least 12 children accessed Art Therapy to support them in various ways. Some of the pupils eligible for PP were also subject to CIN plan or had some support from a social worker or Early Help. Art therapy was suspended due to the lockdown and those children were assigned a senior member of staff who called them once a week to see how they were doing. This worked very well and some children also had better engagement with online learning as a consequence of the calls.

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

Service pupil premium funding- N/A (There are no service children at the school.)

For schools that receive this funding, you may wish to provide the following information:

Further information (optional)

The school has also procured a partnership with West London Zone which is commissioned to support children who have social, emotional and mental health difficulties, who struggle academically and difficult home circumstances. Families are supported under early intervention to try to avoid statutory intervention. Each child has an individualised plan to parents and families are encouraged to with a range of partners and activities after school to develop cultural capital and to access key services and be the point of contact so that pupil's circumstances are improved and thus improve attainment and progress as well as aspirations. 11 children are entitled to Pupil Premium Grant out of the 40 children. This strategy will run over 2 years.