



## Lyon Park Primary School

Learning and Growing Together



### Pupil Premium Strategy Statement

This statement details our school's use of pupil 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 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	891
Proportion (%) of pupil premium eligible pupils	6.2% (56)
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	November 2023
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	£78,945
Recovery premium funding allocation this academic year	£8, 865
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£87,810

## 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"><li>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</li></ul>	<ul style="list-style-type: none"><li>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.</li></ul>

<p>and 'catch up' or exceed prior attainment standards.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• End of summer data will also show that 10 – 20% of disadvantaged children will have made accelerated progress.</li> <li>• 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.</li> <li>• Pupils' language is developed and they are able to articulate ideas and have a wider vocabulary.</li> </ul>
<ul style="list-style-type: none"> <li>• Pupils have a breadth of experiences that enable them to contextualize their learning.</li> <li>• 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.</li> <li>• Opportunities planned will take into account what enthuses boys in learning and these will be implemented.</li> </ul>	<ul style="list-style-type: none"> <li>• The Challenge Curriculum will provide pupils with exciting, varied and book-based learning.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.</li> <li>• Pupils entitled to PP have access to technology to enrich learning.</li> </ul>
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• SLT and the SENCo to identify and support families, children, and work to alleviate barriers to learning.</li> <li>• Identified children are invited to Nurture, positive play and Lego Therapy sessions with support staff.</li> <li>• Families are signposted to other agencies to support them including Early Help referrals and the uptake of this support is high.</li> </ul>

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

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: £ [19,915]

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: £24,410.43**

## 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 2021 to 2022 academic year.

<b><u>Profile of Pupils entitled to Pupil Premium Grant</u></b>								
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	75	0	0	0	0	0	0	0
Reception	109	4	2	0	1	2	2	2
Year 1	118	5	0	2	0	3	5	0
Year 2	116	8	0	1	0	3	6	2
Year 3	117	9	3	1	1	8	6	3
Year 4	118	11	2	1	0	6	5	6
Year 5	120	11	2	0	1	10	5	6
Year 6	119	8	1	2	0	4	7	1
<b>Total</b>	<b>892</b>	<b>56 (6.2%)</b>	<b>10 (17.5%)</b>	<b>7 (12.5%)</b>	<b>3 (5.4%)</b>	<b>36 (64.3%)</b>	<b>36 (64.3%)</b>	<b>20 (35.7%)</b>

### **Barriers to future attainment for pupils eligible for Pupil Premium Grant**

- A large number of pupils (36 pupils, 64%) 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.
- 30% of PP pupils are SEND which can have an impact on attainment in R, W, and M. Of the 17 children, 7 of them have an EHC plan.
- Pupils learning can be affected by emotional, behavioural and parenting issues as well as other vulnerabilities. Of the 56 pupils in receipt of PPG, 15 have been 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, Writing and Maths	£21,170	Across the school	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 and 'catch up' or exceed prior attainment standards.	SLT SENDCO English Leaders Maths Leaders Class teachers	<p>At the end of summer 2021-2022, in reading 46% of disadvantaged pupils were working at age related expectations or greater depth compared to 31% in Summer 2020-2021. 86% of disadvantaged children made accelerated or expected progress.</p> <p>At the end of summer 2021-2022, in writing 49% of disadvantaged pupils were working at age related expectations or greater depth compared to 22% in Summer 2020-2021. 85% of disadvantaged children made accelerated or expected progress.</p> <p>At the end of summer 2021-2022, in maths 63% of disadvantaged pupils were working at age related expectations or greater depth compared to 28% in Summer 2020-2021. 88% of disadvantaged children made accelerated or expected progress.</p>

Support children that have fallen behind in Reading, Writing and Maths	£21,170	Across the school	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.	SLT SENDCO English Leaders Maths Leaders Class teachers	43% of disadvantaged pupils made accelerated progress in Reading. 45% of disadvantaged pupils made accelerated progress in Writing. 51% of disadvantaged pupils made accelerated progress in Maths.
Support and accelerate progress in Reading, Writing and Maths	£21,170	Across the school	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.  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.	SLT SENDCO English Leaders Maths Leaders Class teachers	Of the disadvantaged children that received an intervention 92% made good progress in reading and Writing. In Maths 100% of children who received an intervention made good progress.  78% of the disadvantaged pupils that received interventions made accelerated progress in reading, 46% accelerated progress in Writing and 62% accelerated progress in Maths
Pupils have a breadth of experiences.	£7,284.94	Across the school	Pupils have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum	SLT SENDCO Class teachers	95% of the PPG children are happy at school and 97% feel safe. Half of the Eco-Warriors were disadvantaged pupils. 2 disadvantaged



			<p>with a clear strategy for enrichment activity and policy to ensure that pupils entitled to Pupil Premium Grant take up these opportunities.</p> <p>Opportunities planned will take into account what entuses boys in learning and these will be implemented.</p>		<p>children were selected as School Councillors.</p> <p>Disadvantaged pupils were heavily subsidised for a residential trip.</p> <p>After a survey, 10 laptops were budgeted for to ensure that all vulnerable pupil would have a device and internet access should they need to be educated remotely.</p> <p>40 disadvantage children received instrumental tuition.</p> <p>In the year 2021-2022, All year groups had at least 3 experiences across the year.</p>
Pupils and families are supported to identify additional needs	£7,911.60	Across the school	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.	SLT SENDCO Class teachers	<p>In 2021-2022, the following referrals were made for disadvantaged pupils:</p> <p>Occupational Therapy Speech and Language Paediatric Educational Therapy CAMHs.</p> <p>Children also received support for precision teaching and Lexia.</p>
Improve attendance of disadvantaged pupils.	£9,213.89	Across the school	All disadvantaged pupils will meet national expectations for attendance/persistent absence.	SLT SENDCO EWO Class teachers	<p>The attendance for disadvantaged pupils for the academic year 2021-2022 was 93.81%. The attendance for non-disadvantaged children was 94.36%.</p>

## **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.*