

3 Year Pupil premium strategy statement (Autumn 2022 Update)

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 | Laburnum Primary |
| Number of pupils in school | 236 |
| Proportion (%) of pupil premium eligible pupils | 20% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 2022/2023 2023/2024 |
| Date this statement was published | November 2022 |
| Date on which it will be reviewed | September 2023 |
| Statement authorised by | Ben Bardell |
| Pupil premium lead | Minke Dawes |
| Governor / Trustee lead | Pauline Duncombe |

Funding overview

| Detail | Amount |
|---|--------------------------|
| Pupil premium funding allocation this academic year | (PP)49 x £1385 = £67,867 |
| Recovery premium funding allocation this academic year | 44 x £145 = £6380 |
| 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 | £74,245 |



Part A: Pupil premium strategy plan

Statement of intent

At Laburnum, we aim for all children to access learning and aim to provide equity in order to achieve this. We intend for all pupils to make good progress and achieve across all subject areas with the focus of our strategy being to support disadvantaged pupils to achieve this. At Laburnum, we also consider our vulnerable pupils within this strategy and use it also to support their needs, progress and attainment.

We are aiming to:

- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- Support the children and their families with their mental health and wellbeing
- Provide children with equitable access to education

We will do this by:

- Adopting a whole school approach where all staff take responsibility for raising expectations for all of our pupils, specifically the disadvantaged
- Ensuring that high quality teaching and learning opportunities meet the needs of all the children
- Assessing and addressing the children's pastoral needs
- Pastoral support/nurture/Lego based therapy groups
- Additional 'check in' time for vulnerable children
- Subsidising fees for trips, clubs, music lessons and residential visits
- Providing access to breakfast club
- Providing topic related termly books so that the children build a home library
- Having a 'cultural passport' of opportunities in place across the school
- Providing tuition (via the National Tutoring programme) for those that need support.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p>Vocabulary acquisition and development.</p> <p>Discussions, observations and assessments in school and previous work with the local children's centre, indicate that there is a lack of language skills and a vocabulary gap among our disadvantaged pupils.</p> |
| 2 | <p>Emotional health and wellbeing of pupils and families.</p> <p>Work with families, especially post COVID lockdowns, has shown that there is an increase of mental health related issues more prevalent in both pupils and members of our disadvantaged families. Financial implications of the pandemic have had a more detrimental effect on these families. Teacher concerns for these children have risen since the pandemic and Nurture/Pastoral support needs have increased.</p> |
| 3 | <p>A lack of cultural capital and varied experiences of the world around them to build resilience and independence.</p> <p>Our most disadvantaged pupils often participate in fewer activities out of school, therefore limiting experiences in which they can develop resilience and independence. During the pandemic in particular, there were a lack of enrichment opportunities for these children.</p> |
| 4 | <p>Early reading experiences are often limited, therefore children are entering school with a lack of early reading 'habits'.</p> <p>Discussions, observations and assessment in school as well as previous work with the local children's centre, indicate that there is a lack of early reading within our most disadvantaged families, therefore affecting children's understanding of books, language and reading for pleasure opportunities.</p> |
| 5 | <p>Disadvantaged children to reach the expected standard in Reading, Writing and Maths.</p> <p>Assessments indicate that our disadvantaged pupils are performing, on average, lower than their peers. This was exacerbated by school closures during lockdown periods. Support to complete homework is also less available for our disadvantaged learners.</p> |
| 6 | <p>Attendance</p> <p>School data indicates that the attendance of disadvantaged pupils is 5% lower than their non-disadvantaged peers.</p> |

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 |
|---|--|
| To ensure that high quality vocabulary development and acquisition are an integral part of every classroom. | <ul style="list-style-type: none"> ▪ An improvement in vocabulary used in writing ▪ Use of vocabulary display/working walls across the school ▪ Assessments show an improvement in understanding of vocabulary and its application. |
| Children's improved mental health and wellbeing is a priority across the school. | <ul style="list-style-type: none"> ▪ Mental health concerns to be identified early on and support put in place ▪ Student voice, surveys and observations show sustained higher levels of wellbeing |
| Children are exposed to a range of opportunities to build cultural capital and resilience. | <ul style="list-style-type: none"> ▪ Children show increased resilience when facing challenges ▪ Attitudes to learning improve ▪ Children have aspirations and goals |
| Progress in early reading and phonics | <ul style="list-style-type: none"> ▪ Increase in 'Expected' % across FS and KS1. ▪ Children who need targeted support will be identified early and included in interventions and tuition where needed. ▪ Those children who do not reach the 'expected 'standard' in reading will be offered further support and targeted intervention. |
| To achieve improved attendance, particularly for our disadvantaged pupils. | <ul style="list-style-type: none"> ▪ Improved attendance for disadvantaged pupils ▪ A reduced gap between disadvantaged pupils and their peers' attendance |

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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.

High Quality Teaching:

Budgeted cost: £32,576

| Menu of approaches | Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|--|-------------------------------|
| Developing high quality teaching, assessment and curriculum | NGRT Reading credits – diagnostic assessments. £1260 | Standardises assessments which provide a diagnostic profile for each pupils to support intervention. | 4,5 |
| Mentoring and coaching | DH time to support staff and deliver school focussed CPD to develop high quality teaching. DH time dedicated to supporting and managing PPG children Contact with parents £6778 | Equivalent to 0.5 day per week 'Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.' EEF High quality teaching | 1 2 5 |
| Recruitment and retention of teaching staff | Additional TA time to support cohort with high PPG numbers (One L2 TA on NJC point 4 at 31.25 hours is £21,038 for the 2022-23 academic year) | EEF Teaching assistants (+1) Behaviour interventions (+3) | 2 5 6 |
| Professional Development | Ongoing CPD to provide opportunities for vocabulary development and oracy linked to English teaching. (CLPE Power of Reading CPD £2000 – one place) | EEF-Oral language interventions (+6 months) | 1 4 6 |
| Technology and other focussed resources | Purchase of a validated systematic synthetic phonics programme (Twinkl). £1000 | EEF Phonics (+5 months) | 4 |

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| Menu of approaches | Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--------------------|---|---|-------------------------------|
| Resources | Additional Phonic based reading books linked to DfE validated systematic synthetic phonics programme to supplement existing ones and provide a greater range. £500 | EEF – Phonics (+5 months) Schools should “ensure that children practise their reading from books that match their phonics knowledge.” (Ofsted Inspection Handbook) | 4 |

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

Budgeted cost: £8,540

| Menu of approaches | Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|--|-------------------------------|
| 1:1 and small group tuition | Targeted small group tuition NTP Tuition 10 weeks 3 x 30 mins per week (15 hrs) 3 ‘cohorts’ of 18 children = £14,580 – NTP Grant of £7290 + PPG contribution of: £7290 (60% subsidised by National Tutoring Programme Grant for 45 pupils) | EEF Toolkit – small group tuition (+4 months) | 4 5 |
| Resources | Subscriptions to web based resources to support curriculum at home and school: <ul style="list-style-type: none"> Sumdog TTRockstars (£500) | EEF Toolkit – parental engagement EEF guide to Pupil Premium – targeted academic support EEF – digital technology – technology approaches are beneficial for skills practice | 4 5 |
| Resources to meet the specific needs of disadvantaged pupils | Termly topic related book to enable the children to have a ‘library’ collection by the time they leave the school. £750 | ‘Having books in the home is associated with both reading enjoyment and confidence.’ (readingagency.org.uk) | 1 4 5 |

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

Budgeted cost: £32,172.50

| Menu of approaches | Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|---|-------------------------------|
| Supporting pupils' social, emotional and behavioural needs | Art therapy for individual children (£45 per week x 6 children x 38 weeks = £10,260) | 'Getting involved with the arts can have powerful and lasting effects on health. It can help to protect against a range of mental health conditions, help manage mental ill health and support recovery' (mentalhealth.org.uk) | 2 |
| Supporting social, emotional and behavioural needs | Whole staff training and approaches to behaviour (Restorative principles). £935.50 | A whole school approach to Restorative behaviour principles provide a calm and predictable response and opportunities for all children to be heard. EEF-Behaviour intervention | |
| Supporting social, emotional and behavioural needs | HLTA time delivering pastoral support/Lego based therapy sessions £13,363 (50% of her timetable) | EEF-Behaviour intervention strategies (+4 months) | 2 3 |
| Breakfast club and meal provision | Breakfast club (£4014 + £1000) | 'The evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.' (gov.uk ' Breakfast clubs programme 2021-23 ') | 2 6 |
| Extra-curricular activities | Cultural capital – subsidised and additional opportunities as per the 'Laburnum's Cultural passport'. £2500 | Ofsted 2019 – emphasis on improving cultural capital for disadvantaged pupils | 3 5 |

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| Menu of approaches | Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|--|-------------------------------|
| Extra-curricular Supporting social, emotional and behavioural needs | Cooking box – opportunities for cooking during nurture/pastoral support sessions £100 | Opportunities to model positive attachments and relationships with other children and an adult (Boxall) 'Psychosocial benefits of cooking interventions' 2017 – increases self- esteem and self-efficacy, improves mood, improves cooperation, interactions, relationships and connections. | 1 3 5 |
| Supporting attendance | Embedding principles of good practise set out in the DfE's Improving School Attendance guidance. | DfE Improving School Attendance | 6 |

Total budgeted cost: £73,288.50

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2021-2022

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

| Aim | Outcome |
|---|---|
| To ensure that high quality vocabulary development and acquisition are an integral part of every classroom. | <ul style="list-style-type: none"> ▪ SIA visit commented on children’s use of vocabulary when in pupil interviews and also in writing. ▪ Y6 Writing moderator noted children’s use of vocabulary positively ▪ Vocabulary is highlighted across the curriculum and referred back to ▪ Vocabulary walls are being used although not always consistently. This will be a target for next year. ▪ £8109 |
| Children’s improved mental health and wellbeing is a priority across the school. | <ul style="list-style-type: none"> ▪ Mental health concerns are a priority for all staff. Regular conversations happen with members of the pastoral team and check ins/group interventions or referrals take place. ▪ Student voice, surveys and observations are to be a priority for next academic year. ▪ £28,275 |
| Children are exposed to a range of opportunities to build cultural capital and resilience. | <ul style="list-style-type: none"> ▪ Despite some restrictions in place at the beginning of the year, most trips did still go ahead and provided opportunities for pupils to extend their knowledge of the curriculum and widen their experiences. ▪ FS: Woburn safari park ▪ Y1: Local seasonal walks and Cambridge Botanical gardens ▪ Y2: Shuttleworth and the Seaside ▪ Y3: West Stowe ▪ Y4: Verukamium and Burwell House residential ▪ Y5: Space centre sleepover ▪ Y6: PGL residential and O2 choir ▪ £2945 |
| Progress in early reading and phonics | <ul style="list-style-type: none"> ▪ Y1 phonics 3 out of 6 passed, 2 were dis-applied and 1 did not meet the expectation. ▪ KS1 SATs Reading – 1 GD, 1 Exp, 3WT, 2 PKS. ▪ Phonics programme is being changed for September and a new spelling programme introduced from Year 2. ▪ CLPE Power of Reading introduced to focus English teaching around a specific text. ▪ £6945 |
| To achieve improved attendance, particularly for our disadvantaged pupils. | <ul style="list-style-type: none"> ▪ Non FSM 93% and FSM 89% July 2022. Continued Covid absences were also a contributing factor to additional absence. |

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|-----------------------|--|
| | <ul style="list-style-type: none"> ▪ Attendance will be a focus especially for Disadvantaged pupils. Additional phone calls will be made by DHT as soon as pupils are absent. ▪ £4000 |
| TOTAL: £75 534 | |

Pupil premium strategy outcomes 2020-2021

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

| Aim | Outcome |
|--|--|
| For children to demonstrate increased resilience when facing challenges. | <ul style="list-style-type: none"> ▪ COVID19 pandemic has meant that there has been a need for resilience by all. Children have had additional opportunities to build resilience in day to day life and in class. Teachers have ensured that strategies have been explicitly taught and additional circle times have focussed on the importance of resilience. |
| For children to have aspirations and aim high. | <ul style="list-style-type: none"> ▪ Aspirations week gave the children to explore different aspirations and share them with each other. Due to the ongoing COVID risks, videos of different roles etc were used. This week was also used to introduce some metacognitive strategies and to explore how they learn and growth mindset. It was a successful week. |
| For children to have an increased vocabulary to support communication | <ul style="list-style-type: none"> ▪ 'Word of the week' has worked well-some additional CPD required. ▪ High quality texts mean children are beginning to acquire additional tier 2 and 3 vocabulary. |
| For children to be in the best place to learn: both physically and mentally. | <ul style="list-style-type: none"> ▪ Breakfast club reopened in the Autumn term and was well attended. ▪ Art therapy continued in person during the autumn and summer terms but virtually during the Spring term lockdown. ▪ Additional nurture groups are running to support in different areas. |
| For children to be given the appropriate support both academically and emotionally to recover from the lockdown during the COVID19 pandemic. | <ul style="list-style-type: none"> ▪ Government funded tuition was effective to an extent. It was useful during lockdown 2 to engage harder to reach families but would have benefitted from being in person thereafter. ▪ Additional nurture provision was put in place to support children struggling after both lockdowns. ▪ Rosenshine's principles staff CPD led to decisions about how to apply these within the classroom to benefit the children's acquisition of knowledge (specifically with disadvantaged pupils in mind). |

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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

| Programme | Provider |
|-------------------------|------------------|
| TTRockstars (KS2) | |
| Numbots (KS1) | |
| Sumdog | |
| NGRT Reading assessment | NGRT |
| Active Learn Primary | Pearson |
| Twinkl Phonics | Twinkl |
| Small group tuition | In house tutors. |

Further Information

Cultural passport which tracks the experiences that children will be exposed to during their journey through Laburnum Primary school from Nursery to Year 6.

Aspirations week where people from local businesses and families come and share details of either their working roles or of an achievement (marathon, fundraising, trip) that would inspire the children. Work then continues to support the children in developing their growth mindset and also thinking about their aspirations.

Embedding effective practice around feedback: staff CPD and coaching to develop high quality and effective feedback to move children's learning forward.

DfE grant used for DHT to obtain the Senior Mental Health Lead qualification.