

# Pupil premium, Recovery and School Led Tutoring 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	Lent Rise School
Number of pupils in school	469
Proportion (%) of pupil premium eligible pupils	14%
Academic years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021-2024
Date this statement was published	September 2021
Date on which it will be next reviewed	December 2022
Statement authorised by	Jill Watson
Pupil premium lead	Paige Reeves
Governor / Trustee lead	Nalini Milligan

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94045
Recovery premium funding allocation this academic year	£8845
School Led Tutoring Top up from PP	(School receives £6378) Sch contribution from PP = £2126 ( to come from figure above)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<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	£102890

# Part A: Pupil premium strategy plan

## Statement of intent

Barriers to learning for pupil premium children could factor into many aspects of their lives. Difficult family and home environments create challenges in many different variations. This means that not all strategies or interventions would suit every child.

### Objectives for our school:

- To prevent the widening of age-related attainment gaps between pupil premium and non-pupil premium children.
- To support children's health and wellbeing to begin school the correct way and provide equal opportunities.
- To improve attendance for disadvantaged pupils, ensuring they arriving to school on time.

### We will do this through:

- The needs of pupil premium children to assessed and reviewed regularly through teaching and learning opportunity.
- To provide adequate supplies for disadvantaged children through breakfast and afterschool provision and snacks at breaktime.
- Support of payment for activities, educational visits and residential.

## Challenges

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

Challenge number	Detail of challenge
1	Poor oral language skills due to the use of technology and lack of reading being done in the home environment.
2	Unprepared arrival – lack of breakfast and routine leading to emotional needs and preventing good attainment and progress.
3	Low attendance rates and late arrival
4	Parental engagement
5	Emotional and attachment needs and increased anxiety/behavioural issues due to covid.
6	Attainment gaps

## 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
<p>Reading for pleasure books and a development of oracy across the school through a new programme.</p> <p>Reading for pleasure to be thoroughly embedded throughout the curriculum, with a range of high quality resources/books available.</p> <p>To embed oracy across the curriculum school through a new programme (Voice 21) – Completion of Phase 1 and beginning phase 2.</p> <p>Introduction of Bucks Oracy liaison group.</p>	<p>Children to enjoy reading.</p> <p>Children are able to communicate more clearly, demonstrating and increasing their understanding during lesson time.</p> <p>Lessons clearly differentiated and scaffolded accordingly with increased progress evident in all subject areas, closing the attainment gap.</p>
<p>Breakfast club and fruit to be offered to all children where necessary. Resources to be provided and emotional needs to be assessed by class teachers prior to lessons.</p>	<p>Children feel safe at school as teachers are aware of their situation.</p> <p>Breakfast to fuel concentration at the beginning of the day.</p>
<p>All children to demonstrate an interest in their learning which can be measured through observations and pupil voice.</p>	<p>Outstanding teaching in all classes across the school.</p> <p>Progress and attainment will increase.</p>
<p>Overall attendance and late arrivals to improve through check ins from teachers.</p>	<p>Children to be contacted after 2 days of absence with a follow up phone call.</p> <p>Parents to be contacted if lateness continues more than a 2 day period.</p>
<p>Parents to attend parents' evenings and to approach the school where required.</p>	<p>Follow ups for parents who have not booked appointments for the teacher parent evenings. Regular contact from the school to ensure needs are met. Stronger links with parents.</p>
<p>Children to feel happy and supported at school.</p>	<p>Increase well-being for pupils. Children's engagement to increase in lesson time.</p>
<p>Attainment gaps to be narrowed through the use of interventions by teachers and teaching assistants.</p>	<p>Teaching assistants to have regular meetings to discuss their role in the classroom to support children. Interventions are planned by teachers and informed through classwork.</p>

## 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: £ 20,345

Activity	Evidence that supports this approach. <b>EEF Metacognition and Recognition:</b>	Challenge number(s) addressed
Teaching assistant staff meetings, pre learning sessions and training	<p>Training to be focused on upskilling new and existing staff to ensure that needs are met for all children across the school.</p> <p>CPD – externally and internally – specific to SEND and disadvantaged pupil needs. Developing confidence in teaching and questioning to enable and support pupils.</p> <p>Communication to be clear between both teachers and teaching assistants to maintain progress and support for all disadvantaged children.</p> <p>Audits will evidence impact.</p> <p>Majority of Teaching Assistants begin work at 8.30am to prepare for the day's learning with the teachers</p>	2 ,5, 6
Whole Staff Training	Upskilling staff with training on how to support pupils mental health, low mood, and wellbeing will support strategies for engagement in learning and enable greater access to the curriculum for all pupils, with a focus on those vulnerable pupils identified.	2, 5,6
Whole Staff Training	Upskilling staff with training on how to support pupils through differentiation and feedback will support strategies for engagement in learning and enable greater access to the curriculum for all pupils, with a focus on those vulnerable pupils identified.	2, 5,6
Whole school oracy programme	<p>Training for staff across to school to support with speaking and listening skills. Misconceptions to be easier to identify as children will be able to explain and articulate themselves accurately.</p> <p>Further development of the curriculum, with clearer differentiation and scaffolding enabling staff to cater for a broader range of needs.</p>	1,6

English Consultant Support	<p>Stephanie Hilder to provide CPD to teaching staff and English Lead– writing/planning for writing. Current action plan to be revised and further developed with clear intent, implication and impact outcomes.</p> <p>Provide Teaching Assistants with the opportunity to develop their questioning skills and broaden curriculum knowing for disadvantaged pupils.</p>	1,6
Maths Consultant Support	<p>Rebecca Jones to provide CPD to teaching staff and Maths Lead.</p> <p>To review and further develop how we currently teach maths. Action plan to be developed with clear intent, implication and impact outcomes.</p> <p>Outcomes will be increased attainment in maths across all groups.</p> <p>An increased knowledge and understanding by Maths Lead to be evidenced in Book Scrutiny, Coaching, etc.</p>	1,6
Curriculum Subject Development	Development of outdoor learning as well as subject leaders developing curriculum across the school.	1,5,6

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

Budgeted cost: £43,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
	<b>EEF Metacognition and Recognition:</b>	
School Led Tutoring	One to one and small group tutoring opportunities are provided with a focus on English and Maths.	5,6
Structured interventions	Follow up interventions offered to children prior to the lesson. This prevents attainment slipping as misconceptions are addressed immediately..	2, 1
Structured interventions	Reading for pleasure to teachers in the classroom to be included in these boosters	5, 6

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

Budgeted cost: £39445

Activity	Evidence that supports this approach  <b>EEF Social and Emotional Learning Strategies and Metacognition:</b>	Challenge number(s) addressed
Preparing children for learning	Children access a healthy breakfast and social activity at the beginning of the day to enable them to be ready to learn.	2
Nurture group	Children to access small group to be led by two trained teachers to support wellbeing across a wide range of children. A calm, safe space for children to share any problems they may be facing at school or home.	2, 5
Monitoring of parental engagement	Disadvantaged parents to be contacted if they have not booked a slot for parents evening. They will be encouraged to do so.  Teachers lead parent support groups –e.g phonics sessions  Lateness to be addressed to assess the needs of parents and ensure the children are in school on time.	1, 3, 4 6
Behaviour for Learning Support	Phase leaders and SLT provide weekly monitoring and target setting across the school.	1,2,3,4,5,6
ELSA support	Weekly support enable greater access to the curriculum for identified pupils	3,5,6
Access to wider curriculum	All pupils are able to access visits and enrichment activities. One to one or small group music lesson opportunities A vast array of enrichment activities are provide after school by the teaching team. e.g. music, football, deep dive, art and craft, choir,	
Uniform	Uniform support is provided to enhance inclusion and attendance	3
Play Therapy	Pupils are supported with specific targetted support when working alongside parents.	6

**Total budgeted cost: £102,890**

Targetted Area	Research to validate school's approaches	Web link
Teaching	Oracy	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>
	Training of TAs	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>
	EEF Making Best Use of Teaching Assistants	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>
	Feedback Training	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>
Targeted academic support	EEF Metacognition	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>
	EEF Small Group tuition	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>

	Nurture	<a href="https://www.nurtureuk.org/sites/default/files/ngn_-_nurture_groups-2017-05web.pdf">https://www.nurtureuk.org/sites/default/files/ngn_-_nurture_groups-2017-05web.pdf</a>
<b>Wider Strategies</b>	<p>Play therapy</p> <p>Attendance</p>	<p><a href="https://playtherapy.org.uk/helping-children/">https://playtherapy.org.uk/helping-children/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a></p>