

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Lawford Mead Primary & Nursery School
Number of pupils in school	423
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2024 First review Sep 22 Second review Nov 23
Statement authorised by	M Poyton
Pupil premium lead	S Wilson
Governor / Trustee lead	Nikki Lamont

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£258,890
Recovery premium funding allocation this academic year	£25,810
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£284,800

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. To ensure that this is effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

We understand that disadvantaged pupils have been adversely affected by the pandemic, and partial school closure, to a greater extent than non-disadvantaged pupils, in general. Observations and assessments have highlighted the adverse effect on the academic progress of disadvantaged pupils; the adverse effect on mental health and well-being of disadvantaged pupils and their families has also been observed. This is supported by national studies. We have enhanced our SEMH provision and capacity and are delivering the two-year Trauma Perceptive Practice programme to all staff to provide high quality support to tackle these acute needs.

Challenges

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

Challenge number	Detail of challenge
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1	<p>Speech, language and vocabulary</p> <p>Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and, in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Emotional wellbeing</p> <p>Social, emotional and mental health/wellbeing issues, often with significant emotional trauma/attachment issues, resulting in limited emotional resilience, low self-esteem and self-confidence. Some result in safeguarding concerns. A large proportion of our disadvantaged pupils are affected by SEMH needs.</p>
3	<p>Phonics</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
4	<p>Reading, writing, maths</p> <p>Internal and external assessments indicate that reading, writing and maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Additionally, the impact of the pandemic with partial school closure periods has resulted in significant knowledge gaps leading to disadvantaged pupils falling further behind age-related expectations.</p>
5	<p>Attendance and punctuality</p> <p>Attendance of disadvantaged pupils is below that of their peers at LMPS and nationally. During the pandemic this has become even more apparent. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
6	<p>Family Support and equality of opportunities</p> <p>Many families cannot afford to pay for school trips, extra-curricular activities, or out-of-school clubs. Some families need support to ensure pupils have adequate school uniform and some struggle with food. For many families, their financial situation has been negatively impacted further by the pandemic.</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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations • All disadvantaged pupils participate in school trips and other enrichment activities. An

	increased proportion participate in the wide range of free clubs offered by the school (including sports).
Improved reading attainment among disadvantaged pupils.	Improve end of KS2 reading outcomes in 2024/25 so that an increased majority of disadvantaged pupils meet the expected standard (in line with national).
Improved maths attainment for disadvantaged pupils at the end of KS2.	Improve end of KS2 maths outcomes in 2024/25 so that an increased majority of disadvantaged pupils meet the expected standard (in line with national).
Improved writing attainment among disadvantaged pupils.	Improve end of KS2 writing outcomes in 2024/25 so that an increased majority of disadvantaged pupils meet the expected standard (in line with national).
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student voice, student and parent surveys and teacher observations • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • The overall absence rate for all pupils being no less than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to be in line with national figures. • The percentage of all pupils who are persistently absent being below 10% and the gap between disadvantaged pupils and their non-disadvantaged peers being reduced to be in line with national figures.

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: £ 62,465

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional class teacher in Year 6 to enable classes to be taught for English and Maths in groups of no more than 20.	Employing an extra teacher in Year 6 allows us to teach the children in smaller class sizes. This helps to ensure that all children's needs are met and will support them to catch up on missed learning. It will also allow time for "higher quality interactions and additional opportunities to provide feedback on pupils" (EEF, 2021). EEF Reducing class size	1, 4
Teacher specialised in Speech and Language employed to work with children in EYFS and KS1, delivering interventions 1:1 and in small groups.	Evidence shows that improved oral language skills will support disadvantaged pupils to catch up with their peers across the curriculum. EEF oral language	1, 3, 4
PSHE specialist employed to deliver Jigsaw PSHE curriculum to Years 3 and 4 one morning per week (high level of SEMH needs in these year groups)	EEF social and emotional learning	2
Elklan Speech and Language training for key staff members then training for all	Evidence shows that improved oral language skills will support disadvantaged pupils to catch up with their peers across the curriculum. EEF oral language	1
Teacher specialised in EAL working 1:1 with pupils to ensure EAL children make good progress (20% of EAL pupils receive PPG)	Evidence shows that one to one tuition is very effective at improving pupil outcomes. It is an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. EEF individual tuition	4
Comprehension Ninja and Grammarsaurus resources purchased to develop reading comprehension skills	Research shows that "Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge." EEF Reading comprehension strategies	4
ELS training and support provided by New Vision English Hub	Evidence shows that phonics is crucial in the development of early reading skills particularly for disadvantaged pupils. EEF phonics	3

DHoS to attend Trauma Perceptive Practice updates and deliver refresher training to staff	EEF social and emotional learning	2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £97,441

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased number of hours for LSAs to support pupils in classes from EYFS to Year 6, delivering interventions and supporting with learning needs and supporting SEMH provision	Our LSAs work throughout the school in partnership with class teachers to deliver a wide range 1:1, paired and small group interventions in core subjects and as part of our SEMH provision. Evidence shows that tuition targeted at specific needs and knowledge gaps is an effective method to support low-attaining pupils or those falling behind, both one-to-one and in small groups.	1, 2, 3, 4
Small group school-led tutoring sessions by teachers (before/after school) for children in Years 1 – 6, focussing on English and Maths	EEF phonics EEF Teaching Assistant interventions EEF small group tuition EEF social and emotional learning	

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

Budgeted cost: £124,894

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

Employment of Family Support, Wellbeing and Inclusion Officer to lead emotional wellbeing interventions for identified pupils and provide support to their families, including parenting workshops	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers) EEF Improving social and emotional learning in primary schools EEF parental engagement	2, 5, 6
Employment of Family Support, Wellbeing and Inclusion Officer and an Attendance Officer to monitor attendance and work with families to reduce absence and improve punctuality	Evidence shows that poor attendance and punctuality has a negative effect on pupils' attainment and progress. DfE Improving School Attendance	2,5
Funding to enable selected disadvantaged pupils to access Breakfast Club in order to improve attendance and punctuality and support the family when needed	DfE Improving School Attendance	5 6
Contribute 60% of the cost of full-time SENDCo and Inclusion Manager to ensure disadvantaged pupils receive high quality provision and support, including those with SEND and SEMH needs.	Our full-time SENDCo and Inclusion Manager is a DSL, playing a major role in the safeguarding of children in school. She is delivering the Trauma Perceptive Training programme to all staff, with the Deputy Head of School. We have 80 children on our SEND register, which is 19% of our pupils. 68% of pupils on SEND register are disadvantaged. 28% of our disadvantaged pupils have SEND.	2, 4, 6
KS2 outdoor learning groups for disadvantaged pupils to build self-esteem, resilience and problem-solving strategies, led by Sports Coach	"Evidence shows that physical activity has important benefits in terms of health, wellbeing and physical development and can lead to improvements in academic attainment. There is also evidence that involvement in sporting activities may increase pupil attendance and retention." EEF Physical Activity EEF Behaviour interventions EEF Social and emotional interventions	2, 5, 6
'Muddy Adventures' outdoor learning activities for all children, led by Sports Coach	"Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. There is also evidence that involvement in sporting activities may increase pupil attendance and retention." EEF Physical Activity	2, 5, 6
Free sports clubs for KS1 and KS2 and lunchtime activities led by Sports Coach		
Funding of holiday sports club places for selected disadvantaged pupils		
Financial support for families of disadvantaged	Our Year Six residential provides children with essential life skills and "opportunities to participate in activities that they otherwise might not be able to access" (EEF,	2, 6

pupils to enable them to attend Year 6 Residential	2021). The trip includes a range of activities but physical activity and outdoor adventure learning are a core part. "This has important benefits in terms of health, wellbeing, physical development, self-confidence and self-efficacy" (EEF, 2021). EEF Physical Activity	
Funding of Music tuition for selected disadvantaged pupils	There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.	6
Funding experiences and trips such as the Chelmsford Infant and Junior Music Festivals, Young Voices at the O2	Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. EEF arts participation	
Contingency fund	We have identified a need to set a small amount of funding aside to respond quickly to needs that may arise throughout the year. This may include supporting parents with uniform or transport.	6

Total budgeted cost: £284,800

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 2022 to 2023 academic year.

Intended outcome	Success criteria
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.</p> <p>53% of disadvantaged pupils attained Expected in both aspects of Communication at end of EYFS. (71% non-disadvantaged).</p> <p>Intervention teacher working with 44 pupils in EYFS / KS1 developing speech and language skills. 30 of these are disadvantaged pupils.</p> <p>Mighty Oak public speaking programme for all pupils has continued successfully in KS2. 'Star words' in Maths and 'Rocket words' in Science as well as vocabulary development in English are a key part of lesson planning and classroom displays.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2021 - 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations • All disadvantaged pupils participate in school trips and other enrichment activities. An increased proportion participate in the wide range of free clubs offered by the school (including sports). <p>97% of parents reported that their child enjoys school in Spring 23 parent survey (91% in 2022)</p> <p>All disadvantaged pupils participated in school trips and enrichment activities. Disadvantaged families were supported with funding for the Year 6 residential if needed. 46 children attended the O2 Young Voices choir trip (57% disadvantaged).</p> <p>Over 50% of children attending clubs are disadvantaged.</p>
<p>Improved reading attainment among disadvantaged pupils.</p>	<p>Improve end of KS2 reading outcomes in 2024/25 so that an increased majority of</p>

	<p>disadvantaged pupils meet the expected standard (in line with national).</p> <p>2022 54% of disadvantaged pupils attained Reading EXS+ at end of KS2 (71% of non-disadvantaged attained EXS+)</p> <p>2023 59% of disadvantaged pupils attained Reading EXS+ at end of KS2 (75% of non-disadvantaged attained EXS+)</p> <p>2023 progress score disadvantaged pupils Reading = 0.0</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>Improve end of KS2 maths outcomes in 2024/25 so that an increased majority of disadvantaged pupils meet the expected standard (in line with national).</p> <p>2022 46% of disadvantaged pupils attained Maths EXS+ at end of KS2 (82% of non-disadvantaged attained EXS+)</p> <p>2023 68% of disadvantaged pupils attained Maths EXS+ at end of KS2 (93% of non-disadvantaged attained EXS+)</p> <p>2023 progress score disadvantaged pupils Maths = -0.2</p>
<p>Improved writing attainment among disadvantaged pupils.</p>	<p>Improve end of KS2 writing outcomes in 2024/25 so that an increased majority of disadvantaged pupils meet the expected standard (in line with national).</p> <p>2022 42% of disadvantaged pupils attained Writing EXS+ at end of KS2 (88% of non-disadvantaged attained EXS+)</p> <p>2023 56% of disadvantaged pupils attained Writing EXS+ at end of KS2 (89% of non-disadvantaged attained EXS+)</p> <p>2023 progress score disadvantaged pupils Writing = -0.8</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • The overall absence rate for all pupils being no less than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to be in line with national figures. • The percentage of all pupils who are persistently absent being below 10% and the gap between disadvantaged pupils and their non-disadvantaged peers being reduced to be in line with national figures.

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
Trauma Perceptive Practice	Essex County Council
Spelling Shed	Edshed
Times Tables Rock Stars	Math Circle Ltd
Essential Letters and Sounds	Oxford Owl