

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Lodge Primary School
Number of pupils in school	452
Proportion (%) of pupil premium eligible pupils	143 (34%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	1.12.21
Date on which it will be reviewed	July 2022
Statement authorised by	L Gillam
Pupil premium lead	L Gillam
Governor / Trustee lead	James Whelton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£156,020
Recovery premium funding allocation this academic year	£16,820
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£17,600
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	£190,440

Part A: Pupil premium strategy plan

Statement of intent

At Lodge Primary School we believe that every child should be supported to achieve success academically, socially and physically no matter what their background. The targeted and strategic use of Pupil Premium Grant (PPG) supports us in achieving this.

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in pupil knowledge due to Covid 19 lockdowns and bubble closures throughout the last academic year.
2	Achievement in English (including reading, writing and oracy) and maths
3	Outstanding teaching practice, as a result of well informed and knowledgeable staff based on sound pedagogical practice. Strong subject knowledge in foundation subjects.
4	SDQs evidence that the Covid 19 pandemic has had an adverse effect on the emotional well- being of many of our children.
5	Attendance
6	Speech and language difficulties, particularly in EYFS and Key Stage 1.
7	School readiness and preparation for the next phase of education
8	Limited life experiences

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
The subject knowledge and understanding of staff will further improve and positively impact upon children's learning.	The achievement gap between our disadvantaged and non-disadvantaged children will fall as staff understanding, knowledge of new initiatives and confidence teaching across the curriculum increases.
Disadvantaged children make at least strong progress, and their achievement is at least in line with their non-disadvantaged peers.	In reading, writing and maths, disadvantaged pupils make consistently good progress across the school. Attainment of disadvantaged pupils is in line with that of non- disadvantaged pupils.
Increased access to a wide range of curricular and extra- curricular activities. (Please note this activity will depend upon PHE advice.)	All pupils across the school are given a wide range of opportunities to participate in enrichment activities, including residential visits. Participation in after school clubs is high.
The oracy skills of our children will continue to improve.	Children will be able to speak in complete sentences using Standard English, justifying and quantifying their ideas as age appropriate, adapting their skills for their intended audience.
Children's misconceptions and identified gaps in learning in English and maths will be identified, addressed and with the allocated support closed.	The achievement gap between our disadvantaged and non-disadvantaged children will fall. Interventions will be timely and appropriate to meet the needs of the children.
To ensure that all children have access to an enriched curriculum, and are participating in a wide range of experiences that benefit them academically, socially and emotionally.	Pupils are enthusiastic about their learning, and are able to articulate this. The achievement of pupils improves. Behaviour is outstanding for all pupils, and support is appropriately allocated where this is not the case. Evidence shows that disadvantaged pupils are not overly represented in our class books.
Children are attending school regularly. Families work with the school to address concerns/barriers as/if they arise.	The attendance of all pupils is improved. Disadvantaged pupils are not overly represented in the persistent absence category.
The emotional resilience of the pupils improves, especially when the effects of the pandemic are considered.	Vulnerable pupils are more engaged in their learning. The social skills of our focus children improve. Children are happy and settled in school.
Additional support/enhanced provision for identified children in place to ensure that all children have good access to the wider curriculum, therefore ensuring good progress.	The achievement gap between our disadvantaged and non-disadvantaged children will fall.

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: £25,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD to further improve the knowledge and understanding of staff in key development areas, for example, early reading skills, oracy, writing and maths.	EEF research evidences that improving teaching is vital to school improvement, stating that: 'every teacher is supported to keep improving is the key ingredient of a successful school.' Quality support and ongoing CPD is therefore key to school improvement. Teaching approaches are continually developing over time, and high quality CPD enables our staff to learn new strategies to improve their daily teaching. Important aspects of CPD provided include: training from the NCETM to improve the teaching of mastery of maths, teaching of oracy skills led by Voice 21, the teaching of early reading.	1,2,3,4
Curriculum enrichment activities such as residential trips, visits to the theatre.	A wide range of experiences are planned into our curriculum to ensure that all children have experiences they may not have otherwise in their lives, thus ensuring children's enjoyment and participation in lessons.	1,2, 4,5,7, 8

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

Budgeted cost: £134,755

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support staff will support vulnerable children through targeted interventions aimed at closing the gaps in	EEF states: 'Evidence consistently shows the positive impact that targeted academic support can have.'	1, 2

<p>learning, particularly since the pandemic and will carry out direct work in class as appropriate.</p>	<p>Our provision maps and internal data indicate that interventions are appropriate, and progress is good.</p>	
<p>Two extra teachers (75% equivalent) will be deployed in Year 6 to ensure that our children are secondary school ready in all areas.</p>	<p>Targeted academic support is according to EEF a key component of a successful Pupil Premium strategy.</p> <p>Our extra teachers will work in Year 6 in small group interventions or alongside the class teacher in class as appropriate to meet the needs of the children.</p>	<p>1,2, 7</p>
<p>Our EYFS AHT will work an extra day per week, to support vulnerable children particularly in the development of early reading and maths skills.</p>	<p>Small group intervention and one to one support will be deployed as appropriate to ensure that all children, despite differing backgrounds, make accelerated progress and are ready for school and the transition to Key Stage 1.</p>	<p>1,2,7</p>
<p>Our HLTA will support vulnerable children in Year 2 in small group activities and in class to ensure accelerated progress.</p>	<p>Small group intervention and one to one support will be allocated as appropriate to ensure that gaps in learning after the pandemic are closing, and the children are ready for the transition to Key Stage 2.</p>	<p>1,2,7</p>
<p>Agency teaching assistant to be brought in to support Year 2 in class, releasing our substantive Year 2 teaching assistants to work with focus children to develop reading and maths skills. The focus will be on early reading skills including phonics and the teaching of high frequency words and the development of number skills.</p>	<p>The use of our own staff will ensure that gaps in learning are closed quicker due to relationships with the children.</p> <p>One to one and/or small group support will be used as appropriate to ensure that targeted children make accelerated progress.</p>	<p>1,2</p>

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

Budgeted cost: £27,369

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLA in place with Dawn Thompson Attendance.	During the academic year 2020-21, the attendance of disadvantaged children v other pupils was 93.2% v 95%. According to the DFE article, The Link between absence and attainment, 'Pupils with persistent absence are less likely to remain in education. '	5,1,2,4
Deployment of one FTE learning mentor across the school. SDQs were carried out in the autumn term of 2021 to ascertain the level of need for SEMH across the school. This evidenced a high level of need amongst our pupil population. Weekly SEMH/behaviour meeting with SLT and learning mentors to identify, plan and review targeted support across the school. Groups/one to one support in place for our pupils as appropriate.	Studies by EEF show that effective social and emotional interventions to support the children's emotional wellbeing has a positive impact upon the overall achievement of the pupil.	4,1,2
SLA in place for enhanced provision with the NHS speech and language therapists.	Early intervention when any speech/language issues are identified and working with parents will ensure that pupils have full access to the curriculum and therefore will make good progress.	1, 2, 6

Total budgeted cost: £187, 174

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

- According to our internal data, our disadvantaged children made good progress last academic year.
- 85% of our Year 2 children met the phonics threshold by July 2021.
- Targeted children made good progress last year.
- School supported our vulnerable families throughout the national lockdown.
- External trips/visits/visitors were unable to take place 2020-21.

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
n/a	
n/a	