

Pupil premium 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	Ling Moor Primary Academy
Number of pupils in school	416
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	1/10/22 (reviewed annually)
Statement authorised by	John Sisman, Headteacher
Pupil premium lead	John Sisman
Governor / Trustee lead	Nancy Squires

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 45730
Recovery premium funding allocation this academic year	£ 5220
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	£ 50950

Part A: Pupil premium strategy plan

Statement of intent

At Ling Moor Primary Academy expectations of academic and personal success exist for all children. It is vital that the same objectives exist for all children. These are:

- Children develop the skills to be a life-long learner enabling them to be successful in the next stages of their education and the confidence to become citizens of the world – A Ling Moor Learner. They have curiosity, courage and passion.
- Children understand what it means to contribute to the success of a community – The Ling Moor Family. Their participation in community empowers them with British values and is rooted in Spiritual, Moral, Social and Cultural responsibility. They are generous.
- Children develop a skills and knowledge base fitting of a broad and balanced curriculum. This empowers them with the knowledge and skills to be successful. They have curiosity and wisdom.
- Children develop a core English and Mathematical set of skills resulting in a depth and security of mathematical and linguistic concepts. They have curiosity and wisdom.

The funding we receive for disadvantaged pupils is used to ensure that those children in receipt of funding are able to achieve as well as their peers. The funding is used specifically for:

- Targeted maths, reading and writing support including high quality phonics support.
- Tuition.
- Experiences – ensuring that there is an equity in the acquisition of cultural capital.
- Enhancement – music and sporting experiences.
- Attendance support – ensuring that attendance and punctuality is not a barrier to learning.
- Uniform support – to ensure that uniform is not a barrier to school attendance and to ensure that all pupils feel that they are part of the Academy culture, ethos and values.

Similarly, the experience of all children is rooted in common principles:

- Experience should be equitable, fair and open to all pupils.
- Interventions should be equitable, fair and open to all children.
- Parental values or capacity should not act as a barrier to the ambition of any child.

To achieve the **Priory Trust's** mission of improving life chances of our pupils so that they become true citizens of the world, we support our academies to act to mitigate the impact of disadvantage on educational outcomes.

The Pupil Premium framework will be at the heart of whole academy and Trust-wide effort, and we endeavour to ensure all staff understand the strategy and their role within it. Leaders ensure that they consider technical and practical definitions of disadvantage and determine to respond to need rather than label.

The following structural principles apply to the use of additional funding in all Priory Academies:

- Effective senior leadership and governance;
- Commitment to a range of ongoing diagnostic assessments of learning need so that actions are based on a range of data and meet the specific needs of all students but particularly those at risk of underachievement due to impact of socio-economic disadvantage;
- The Trust Professional Development offer is built on the knowledge that the most effective lever for addressing disadvantage is inclusive quality first teaching and this will benefit all pupils;
- The strategy is integral to the whole-academy plans for education recovery.

Challenges

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

Challenge number	Detail of challenge
1	Equity in experiences that build cultural capital – evidence from assessment, observations and discussions with children highlights that some children have greater opportunity and access to activities and experience that build rich and powerful knowledge. This is particularly evident for our children who are identified as disadvantaged.
2	Early language development - evidence from assessment, observations and discussions with children indicate under developed oral language skills and vocabulary gaps. This is particularly evident for our youngest children in our Reception class.
3	Fluency in reading – internal and external assessment data has highlighted that disadvantaged children have fewer experiences and opportunities to develop reading fluency.
4	Vocabulary acquisition - evidence from assessment, observations and discussions with children indicate that disadvantaged children do not acquire, understand and apply new vocabulary at the same pace as their peers.
5	Equity in aspiration and ambition – evidence from observations and discussions with children indicates that some disadvantaged children do not have the same access to a culture of high aspiration (e.g. discussions regarding higher education destinations, career opportunities)
6	Equity in health and well-being – referrals to our counselling service, ELSA and Feelings Detectives Programmes show a higher percentage of disadvantaged children access these services.
7	Attendance and punctuality – attendance and persistent lateness data highlights that attendance and punctuality for disadvantaged pupils is not in line with whole school data. Improvement in attendance and punctuality would ensure all children experience all learning.

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
All children will be fluent readers who are able to infer and comprehend at an appropriate level.	Y1 phonics outcomes demonstrate that all children are phonetically confident. Assessment of reading shows that all children read with fluency and understanding. End of Key Stage 2 outcomes in reading are high for all children (at least 85% at EXS with no statistical difference between those who are disadvantaged and those who are not).
All children have high levels of vocabulary	All children are able to define complex vocabulary (evidenced in assessments and end of KS2 Reading outcomes). Writing outcomes demonstrate that children are using sophisticated vocabulary.

	End of Key Stage 2 outcomes in writing are high for all children (at least 85% at EXS with no statistical difference between those who are disadvantaged and those who are not). Early language interventions in EYFS lead to positive outcomes
All children have access to opportunities to develop cultural capital	Disadvantaged pupils experience opportunities that provide cultural capital: <ul style="list-style-type: none"> - taking part in clubs - music tuition - sports activities - educational visits - residential visits
Attendance and punctuality is not a barrier to learning	Attendance levels and punctuality are high for all children. Attendance and punctuality for disadvantaged children is in line with those that are not disadvantaged.

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: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching staff engage in the Trust Professional Development Programme	Our Trust professional development, lodged in our Maximising Learning Programme, focuses on Metacognition, Language for Learning, Assessment and Behaviour. The Trust has reviewed the evidence and produced operational <u>frameworks</u> to enable effective implementation.	1, 2, 3, 4

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

Budgeted cost: £38,910

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc targeted phonics support	<i>Targeted academic support (EEF PP guidance)</i> Effectively implement a systematic phonics programme (EEF Improving literacy guidance)	2, 3, 4

Targeted reading intervention	<i>Use high quality interventions (EEF Improving literacy guidance)</i>	2, 3, 4
Year 2 and Year 6 booster interventions	<i>Targeted academic support (EEF PP guidance)</i>	1, 2, 3, 4
Welcomm assessment and Nelly early language intervention	<i>Early language development (EEF Improving literacy guidance)</i>	2
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school led tutoring for pupils whose education has been most impacted by the pandemic with a particular emphasis on Reading and Maths	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3, 4

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

Budgeted cost: £ 7040

Activity	Evidence that supports this approach	Challenge number(s) addressed
Uniform remission	Wider strategies (EEF PP guidance)	5, 6, 7
Inclusion enrichment		1, 5, 6, 7
Music tuition		1, 5, 6, 7

Attendance support	7
Counselling	6

Total budgeted cost: £ 50,950

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.

The 2020 to 2021 academic year was impacted by the COVID-19 pandemic. This naturally had an impact upon the planned use of pupil premium funding as the priority of the academy was to ensure all children in receipt of pupil premium had access to a positive remote learning experience (through the allocation of technology) and to ensure that all children in receipt of pupil premium received an appropriate school lunch (voucher system).

When the children arrived back at school, assessments highlighted that the progress of children in receipt of pupil premium was in line with that of their peers.

Further information (optional)

Priory Trust

The Trust takes a collaborative approach to this important work and generates frequent opportunities for leaders to review progress and share impact and learning from their own contexts. Research findings and guidance about impactful approaches to supporting disadvantaged students are shared via the PD team update and the outcomes for disadvantaged students remains high on every teaching and learning agenda.

The Trust facilitates an annual peer review process to support academies to review the impact of their Pupil Premium and Recovery strategies.