

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	414
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	23/11/23
Date on which it will be reviewed	1/10/24 (reviewed annually)
Statement authorised by	John Sisman
Pupil premium lead	John Sisman
Governor / Trustee lead	Claire Croft

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,750
Recovery premium funding allocation this academic year	£ 7,105
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	£ 79,855

Part A: Pupil premium strategy plan

Statement of intent

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 Learning Programme 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.

At Ling Moor Primary Academy expectations of academic and personal success exist for all children and match those of the Trust. 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.

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
2	Early language development
3	Fluency in reading
4	Vocabulary acquisition
5	Equity in aspiration and ambition
6	Equity in health and well-being
7	Attendance and punctuality

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 positive for all children.
All children have access to appropriate early language development	End of Foundation Stage GLD is positive for all children Appropriate support for SALT is in place All children experience a language rich early years curriculum
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 reading are positive for all children. 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

Aspiration and ambition is not a barrier to success	The curriculum is rich with opportunities for all children to be aspirational and have ambition
Health and well-being is not a barrier to learning	Appropriate signposting is in place for mental health support Staffing capacity ensures that families are supported to access the right support Sports curriculum (alongside club offer) encourages a healthy lifestyle for all children
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: £ 8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop pedagogy through Walthrus - <i>staff CPD focusing on quality first teaching</i>	Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk) Strand 1 – the importance of quality first teaching and the positive impact CPD has upon the outcomes of all children.	1, 2, 3, 4
Develop the skills and expertise of staff through engagement in the Trust Professional Learning Programme	Our Trust professional learning, 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. Frameworks are based on current educational research.	1, 2, 3, 4

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

Budgeted cost: £ 61,315

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that all pupils become successful readers through Read Write Inc targeted phonics support	<p><i>Targeted academic support (EEF PP guidance)</i></p> <p>Effectively implement a systematic phonics programme (EEF Improving literacy guidance)</p>	2, 3, 4
Provide high quality additional support for the lowest 20% of readers through targeted reading intervention	<p><i>Use high quality interventions (EEF Improving literacy guidance)</i></p>	2, 3, 4
Provide high quality targeted support to pupils most impacted by Covid 19 disruption through:		
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 ...	<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
1-2-1 tuition and mentoring	<p><i>Targeted academic support (EEF PP guidance)</i></p>	1, 2, 3, 4

Year 2 and Year 6 booster interventions	Targeted academic support (EEF PP guidance)	1, 2, 3, 4
Welcomm assessment and NELI early language intervention	Early language development (EEF Improving literacy guidance)	2

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

Budgeted cost: £ 10,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
Uniform remission	Wider strategies (EEF PP guidance)	5, 6, 7
Attendance support		7
Counselling		6
Ensure disadvantaged pupils are provided with opportunities to widen their experiences of the world through:		
Inclusion enrichment		1, 5, 6, 7
Music tuition		1, 5, 6, 7

Total budgeted cost: £ 72,750

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 2021 to 2022 academic year.

During the 2022/23 academic year, the numbers of children in receipt of Pupil Premium was 11% of the school population.

KS2 data

Curriculum area	% at EXS or above			% at GDS		
	Ling Moor	National Average	Ling Moor PP	Ling Moor	National Average	Ling Moor PP
R	93	73	100	41		50
W	90	73	100	15		25
M	92	71	75	36		50
GAPS	90	72	100	51		25
RWM	83	59	75	8		25

In KS2, the performance of disadvantaged pupils was in line with or above the national average.

Phonics

90% of children in Year 1 and 93% of children in Year 2 attained the phonics pass mark. There is no evidence that children in receipt of PP performed differently to their peers.

Early language intervention

The number of children who require early language support continues to rise following the pandemic (9% increase in Foundation Stage). Staffing has been restructured to provide specialist support for our youngest learners. The impact of the work is beginning to demonstrate a positive impact.

Attendance

Attendance for those children in receipt of PP continues to track just below whole school attendance. To further support attendance, the Academy has employed a Family Support and

Attendance lead who is building relationships with families to ensure that attendance concerns are addressed quickly.

Year	Overall Attendance %	In receipt of Pupil Premium	Not in receipt of Pupil Premium
2022	94.84	92.9	95.17
2021	97.44	96.48	97.6
2020	93.88	91.42	94.2

Cultural Capital

Enrichment opportunities for all children in receipt of PP have been enhanced with over 50% of PP children now accessing either extra music, sport, drama or craft provision. There is an ongoing body of work to ensure that all children in receipt of PP are accessing further provision.