

Pupil premium strategy statement – Lavendon School 2024-2025

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

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

This statement details our school’s use of pupil 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	150
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	3 years
Date this statement was published	11 th November 2024
Date on which it will be reviewed	Annual
Statement authorised by	Mrs L Watson
Pupil premium lead	Mrs C Crook
Governor / Trustee lead	Mrs L Coleman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,520
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 35,520

Part A: Pupil premium strategy plan

Statement of intent

As a school, our vision for our Pupil Premium children is to ensure outstanding provision at both a universal and bespoke level. This reflects the school ethos and value of caring, celebrating the differences amongst all members of our school community. We believe that all pupils should thrive and flourish within our school, regardless of any disadvantages they may face. High expectations, high quality teaching and learning opportunities are a right for all of our pupils, and we can utilise pupil premium funding effectively to ensure all pupils' needs are met and that they make good progress from their starting point. We value the importance of understanding the vulnerabilities amongst some of our pupils, focusing on the development of the whole child and their families when planning both whole school and personalised provision which enhances their experiences.

Our school ethos for Pupil Premium:

- *Lavendon School adopts a whole school approach whereby all are accountable for our pupil premium pupils.*
- *There should be no gap in progress or attainment between pupil premium pupils and non pupil premium pupils.*
- *Pupil premium funding will be ring fenced to directly benefit and target pupil premium pupils, adopting a targeted and bespoke approach to each pupil.*

All expenditure is evaluated using key performance indications, including attendance, attainment, progress and punctuality.

- *Pupil premium is a key focus of teaching and learning and plays a crucial role in planning, monitoring and assessment.*
- *There are specified adults who monitor the well being and learning of these pupils, which is then fed back to individuals within the school.*
- *Direct involvement by all stakeholders including our pupil premium governor*

Whole school level:

- *All staff members understand the importance and impact of well being and is the cornerstone of ensuring that every child is successful.*
- *We place a huge emphasis on high quality academic research which underpins strategic decision making*
- *We understand that all of our pupils have different needs and experiences so we enrich their lives with a variety of different opportunities.*

- *Parental engagement is key to providing a positive and nurturing environment and we work closely with our parents to ensure that pupils can achieve their full potential.*
- *Early intervention and targeted support are central to our strategy. These are inbuilt into our school offer and allow pupils to close gaps which may prevent good levels of progress.*
- *We believe that pupil premium should be used to impact the wider school but our system is specifically tailored to meet the needs of individual pupils. This is achieved by open and constant dialogue with pupils, families and stakeholders to ensure that the provision we offer is high quality and robust.*

Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged pupils make slow progress from their starting point
2	Non disadvantaged pupils outperform disadvantaged pupils
3	Poor emotional resilience, self regulation skills and limited aspirations which have a significant impact on some pupils ability to work or play collaboratively and manage a degree of challenge in their learning.
4	Poor oral and written skills
5	Low parental engagement in some cases.

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
Improve the level of all children achieving the expected standard in writing, with a focus on oracy and handwriting which is embedded in all subjects	End of year expectations will be in line with or above national.
To ensure that there are greater opportunities and accessibility for our disadvantaged pupils	50% of pupil premium pupils will engage with an extra curricular club or in school event.
To improve the attendance of Pupil Premium Pupils to above 96%	Pupil Premium attendance will be above 96%
To reduce the gap between PP and non PP pupils academically to zero.	There will be a narrower gap between PP and non PP pupils in core subjects.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 17,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	<p>1, 2, 3</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff through</p>	<p>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):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	<p>4</p>

Colour Monsters and Zones of Regulation		
Learning mentor to support SEMH needs	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	3

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

Budgeted cost: £ 10,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	3
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF</p>	2

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

Budgeted cost: £ 7500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £ 35,520

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that the gap between our disadvantaged pupils and non disadvantaged pupils has narrowed.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrates that our disadvantaged pupils are broadly in line in reading and maths with non disadvantaged pupils, but there is still a lag in writing.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that the attendance for disadvantaged pupils was 95.8%, so we have achieved this aim, and will continue to monitor over the next 12 months.

Based on all the information above, the performance of our disadvantaged pupils partly met expectations, and we are at present *on course* to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that the role of the learning mentor had a significant impact on the wellbeing and engagement of pupils with their learning, and there has been a significant increase in parental engagement which has had an impact on outcomes.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Trust wide implementation of iPads for all children from Year 2 and above 1:1 and for all other children access to iPads daily. In, KS2 this provides greater equity and access to learning. The access arrangements and accessibility that technology provides, means that all children, are able, to access the learning at a point that challenges and meets their needs as individuals. All children can use the technology to carry out home learning at the same level as their peers. We support this further by providing headphones and a stylus to better use this technology.