

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	Lenham Primary School
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2024
Date this statement was published	September 2022
Date on which it will be reviewed	Reviewed through Pupil Progress 6 times a year.
Statement authorised by	A McCluskey
Pupil premium lead	L Culver
Governor / Trustee lead	Gail Spragg

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 61910
Recovery premium funding allocation this academic year	£ 5945.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5000
Total budget for this academic year	£66910

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.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. Speech and language intervention is much needed in Early Years and KS1.
2	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.
3	Our assessments and observations indicate that many of our disadvantaged pupils are behind in core subjects. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
4	Our assessments, observations and discussions with pupils have identified social and emotional issues for many pupils, due to a lack of enrichment opportunities.

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 ongoing formative assessment.
Improved attainment for disadvantaged pupils at the end of KS2.	KS2 outcomes in 2024/25 show that more than 35% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"><li data-bbox="818 952 1358 1021">• qualitative data from student voice and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £ 20013

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language intervention/ support	EEF has shown that NELI has a positive impact of 4+ months. Data from last academic year was incredibly positive with children moving large amounts in standardised scores. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention	1,2
New phonics scheme implemented	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.	2

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

Budgeted cost: £ 36967

Activity	Evidence that supports this approach	Challenge number(s) addressed
Higher Level Teaching Assistant interventions	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3

Teaching Assistant afternoon interventions	<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
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 10055

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment activities- after school clubs and school trips.	<p>EEF- school programmes aim to provide stimulating environments and activities or develop additional personal and social skills. These programmes are more likely to have an impact on attainment</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	4
Contingency fund for acute issues.	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.	All

Total budgeted cost: £ 20013 +36967+ 10055= £67035

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.

What Went Well (www)	Even Better if (EBI)
<p>Every child's progress was tracked across the year</p> <p>ALL pupils who are PP but NOT SEN are Age Expected in all 3 elements</p>	<p>More children who are working within their expected age band are able to make accelerated progress and achieve Age Expected – plan for next academic year 2022-2023</p> <p>Data for all children age appropriate: Reading – 53% Writing- 56% Maths- 53%</p> <p>Data for Disadvantaged children: Reading- 48% Writing- 45% Maths- 41%</p>

What Went Well (www)	Even Better if (EBI)
<p>Children accessing NELI have made excellent progress</p> <p>Cohort has strong baseline data</p>	<p>Some children (not accessing NELI) have made limited progress.</p>

All children have been offered opportunities to attend afterschool clubs.

Baseline assessments were completed and gave clear gaps and starting points for all children across the school Curriculum.

Reading prompts for parents to support home learning were sent out.

Time tables were implemented by TA/HLTA support for DA pupils.