

Pupil premium strategy statement

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 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	57
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2025
Date this statement was published	September 2024
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	£ 65 488
Recovery premium funding allocation this academic year	£ 1586
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£67 074

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 data-bbox="818 952 1356 1025" style="list-style-type: none">• 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:

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
Implementing Colourful Semantics across the school	Colourful semantics helps children that are struggling to form sentences. Widgit programme is needed to help support.	1,2
Targeted interventions	Interventions identified by class teachers to support allow for rapid progress- pre teach, phonics, maths support, clever hands, fine motor, gross motor	2
Targeted curriculum	Specific children to be targeted using key performance indicators.	2

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

Budgeted cost: £78 519

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:	1,2,3

	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Teaching Assistant afternoon 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
Additional SEN support through additional SENCo time	Some of our disadvantaged children have SEND needs. Having more SENCo time gives teachers and children access to SENCo.	1,2

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

Budgeted cost: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment activities- after school clubs and school trips.	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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	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: £81, 019 (£13, 945 coming from main school budget)

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 2023 to 2024 academic year.

All children have been offered opportunities to attend afterschool clubs.

Progress of Pupil Premium children has been in line with their peers. Reading of Pupil Premium children has improved (68% age appropriate – 70% age appropriate)

Enrichment opportunities planned in school through visits, coaches, trips and events (science week, visitors to school and book week).

Spelling has improved across the school helping writing attainment improve, through phonics spelling programme.

Comprehension and phonics in Year 1 is strong due to implementation of Little Wandle. We achieved 83% phonics pass rate which is higher than national. 80% of pupil premium children passed the phonics screening.

Timetable were implemented by TA/HLTA support for DA pupils.

End of KS2 Data is inline with National.



End of Key Stage 2 Outcomes
Y6 - Pupil Premium (7 pupils)

21 July 2

Subject	Teacher Assessment							Test Scaled Scores				
	Other	Below	Pre Key Stage	Has Not Met	Towards	At	Greater	Other	<100	100+	110+	Average
Reading	7*								2 (28.6%)	5 (71.4%)	1 (14.3%)	102.7
Writing			2 (28.6%)		1 (14.3%)	4 (57.1%)			4 (57.1%)	3 (42.9%)		98.4
Mathematics	7*								5 (71.4%)	2 (28.6%)	1 (14.3%)	99.4
Science				3 (42.9%)		4 (57.1%)						



End of Key Stage 1 Outcomes
Y2 - Pupil Premium (7 pupils)

21 July 2

Subject	Teacher Assessment							Test Scaled Scores				
	Other	Below	Pre Key Stage	Towards	At	Greater	At or Greater	Other	<100	100+	110+	Average
Reading			2 (28.6%)	2 (28.6%)	2 (28.6%)	1 (14.3%)	3 (42.9%)	1 (14.3%)*	3 (42.9%)	3 (42.9%)	1 (14.3%)	102.0
Writing				5 (71.4%)	2 (28.6%)		2 (28.6%)	1 (14.3%)*	5 (71.4%)	1 (14.3%)		95.2
Mathematics			1 (14.3%)	3 (42.9%)	3 (42.9%)		3 (42.9%)	1 (14.3%)*	3 (42.9%)	3 (42.9%)		99.8
Science	5 (71.4%)				2 (28.6%)		2 (28.6%)					
Rdg, Wri & Mth	6 (85.7%)						1 (14.3%)					

Y1 Phonics Screening Check

Y1 - Pupil Premium (5 pupils)

	No. of Pupils	Average Score	Working Towards	Working At
Year 1	5	30.8	1 (20.0%)	4 (80.0%)