

Pupil Premium Statement -The Lantern Primary School

This statement details our school's use of pupil premium (and recovery 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	404
Proportion (%) of pupil premium eligible pupils	11.9%
Academic year/years that our current pupil premium strategy plan covers	2023/24 – 2026/7
Date this statement was published	01/12/23
Date on which it will be reviewed	01/12/23
Statement authorised by	A Aguda
Pupil premium lead	A Aguda
Governor / Trustee lead	J Thorogood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	59,655
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	5,365
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>	65,020

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that disadvantages in children's backgrounds will not be a barrier to their success. All pupils, irrespective of their background or the challenges they face, will be given the support they need to make good progress and attain well across all subject areas. We will ensure that we secure good progress for all children, including those who are already high attainers.

Our objectives are

- To narrow the attainment gap between disadvantaged children and their non-disadvantaged peer group both at the Lantern and nationally;
- To narrow the progress gap between disadvantaged children and their non-disadvantaged peer group both at the Lantern and nationally;
- To ensure that disadvantaged children access a broad and challenging curriculum which develops their creativity, resilience and growth mindset.

Quality first teaching is the foundation of our approach at the Lantern. We ensure that the curriculum delivery is engaging and accessible to all children, so that our work to close the disadvantage gap also benefits the non-disadvantaged children in our school. We strive to focus on approaches which will give the disadvantaged group the best chance of sustaining strong attainment and progress, in particular the way that learning experiences are resourced and the learning behaviours which we instil in all children.

The Pupil Premium funding that the school receives each year feeds into the whole school budget. We identify the best and most effective way to allocate it based on a rigorous analysis of the needs and challenges of our disadvantaged children, alongside careful consideration of the evidence base for the effectiveness of the spending on each particular area.

Our strategy is also integral to wider school plans for education recovery, notably its targeted support through the National Tutoring Programme for children whose education has been worst affected, including non-disadvantaged children.

Our key principles are to ensure that-

- All staff have the same high expectations for disadvantaged children as they do for every other group;

- Teaching staff are involved in the analysis of data and identification of pupils so that they are fully aware of strengths and weaknesses across the school;
- Provision is made for all children whom our robust diagnostic assessment has identified as impacted by disadvantage;
- A needs analysis identifies priority classes, groups and individuals even if this means that not all children in receipt of FSM will be receiving pupil premium interventions at any one time.

Challenges

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

Challenge number	Detail of challenge
1	Due to the pandemic and/or parental support many of our disadvantaged children entered school with limited exposure to vocabulary.
2	A significant number of disadvantaged pupils are arriving at school with reduced understanding of basic phonic strategies.
3	Our disadvantaged pupils have both moderate and severe emotional need and to access learning need support in managing those challenges to enable progressive learning opportunities.
4	Experiences outside of normal classroom activities are limited for some of our disadvantaged pupils.

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
1. To have increased the exposure to language that our disadvantaged pupils encounter and use in daily life.	<ul style="list-style-type: none"> ✓ Pupils will be using an increased range of vocabulary within their vocab and learning. ✓ Pupils will have been exposed to a variety of language from a range of contributors.
2. For all disadvantaged pupils to have had a solid basis in phonics using the Little Wandle phonics scheme enabling them to	<ul style="list-style-type: none"> ✓ Phonics lessons will be of high quality delivered by a range of staff in line with principles of Little Wandle.

gain a secure base of phonics construction on which to build further	<ul style="list-style-type: none"> ✓ Where children have gaps in phonic knowledge, these will be addressed with catch up sessions so that the gaps are closed. ✓ Early reading lead will have monitored input from across school and the delivery will have been judged to be of high quality, effective and impacting in a positive manner on pupils' phonic development.
3 To enable our disadvantaged pupils with emotional need to access support and guidance to enable more focussed learning opportunities.	<ul style="list-style-type: none"> ✓ ELSA programme put into place and working successfully. ✓ Relevant staff are trained and able to meet the need of the pupils they work alongside. ✓ Pupils receiving support are accessing the curriculum in a more sustained way and their learning is progressing.
4 To ensure inclusivity around external learning experiences for disadvantaged pupils for things such as clubs or trips which contributions are needed for.	<ul style="list-style-type: none"> ✓ Children are gaining access to full curriculum. ✓ Children are not excluded from learning opportunities and take part in all activities. ✓ Pupils are taking opportunities for extracurricular experiences.

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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> ▪ Introduce Little Wandle Phonics across the school. ▪ Ensuring staff are trained appropriately. That a lead is put in place and is able to monitor 	LW is a “tried and tested” phonics scheme. Support is available from across the Trust including a LW Champion School. Where LW is implemented fully and with commitment the evidence shows that children make good progress, regardless of	1,2

<p>provision and ensure gaps are being addressed.</p> <ul style="list-style-type: none"> ▪ The scheme resources are all in place so that delivery by trained staff is of high quality. 	<p>background, within their phonics learning.</p>	
<ul style="list-style-type: none"> ▪ To implement Powerful words across the school in 2023 ▪ To ensure that staff are trained properly around the delivery of it. 	<p>Powerful words used correctly enhances the English curriculum and increases exposure for children to language.</p> <p>There is support for the programme from within the trust and it has been successful elsewhere in expanding vocabulary for children.</p>	1

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> ▪ To establish our ELSA provision. ▪ To train staff in relevant procedures and application of strategies ▪ To resource the provision appropriately ▪ To monitor and modify the provision as the year and need progresses. 	<p>Pupils are then able to access the curriculum that they need to in order to develop their learning.</p> <p>Pupils accessing ELSA will have a better understanding of their emotional needs.</p>	3

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

Budgeted cost: £ 5,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> ▪ To be able to offer part funding for educational experiences to enable children to extend learning opportunities. 	<p>Inclusivity of pupils for a range of learning activities enables a wider understanding of the curriculum.</p>	<p>4</p>

Total budgeted cost: £65,020

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Performance of Disadvantaged pupils in both reading and phonics was below national average for disadvantaged pupils last year in EYFS and Y1. This means a focus on a quality delivered phonics programme is essential. Both areas fell short of national average with phonics also starting a downward trend. This needs to be addressed with the current years funding and forms part of the revised plan.

Some of the pupils in the early years and Y1 cohorts have emotional challenges and this does have an impact on overall results. A new strategy and implementation around these pupils (ELSA) is part of the strategy for the current year.

End of KS1 performance data is also below national data for disadvantaged pupils in RWM. With targeted and quality input from the new programmes this should have an impact in narrowing the gaps across all areas.

KS2 Disadvantaged pupils made good progress in writing in comparison to national disadvantaged pupils. An effort to increase the vocabulary exposure would have a positive impact for these pupils alongside targeted interventions following QLA exercises will enable us to close any gaps in a more focus approach.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Mental Health Support	Ely Mental Health Support Team

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
Our SPP was used to aid emotional development and reassurance for the identified pupil. This can include a variety of times such as deployment, posting, and transition.
The impact of that spending on service pupil premium eligible pupils
Our service pupil feels comfortable within school and are aware of who to approach when they need support as do our service family parents