

Pupil premium strategy statement

This statement details Lawdale Junior school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Lawdale Junior School
Number of pupils in school	227
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Annette Rook, Headteacher
Pupil premium lead	Annette Rook, Headteacher
Governor / Trustee lead	Robin Polding , lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£149,225
Recovery premium funding allocation this academic year	£14,884
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	£164,684

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.

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

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

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. These are evident mainly in lower KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Many pupils, currently in Year 3 have missed large sections of their education due to COVID and lockdowns and find basic strategies, such as using phonics to decode words, difficult. Disadvantaged pupils appear to have made less progress during lockdowns than non disadvantaged peers.
3	Internal assessments indicate that reading and maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils in our current year 5 and 6. Autumn 2021 assessments show:

	• in year 6 in reading , 31% of our disadvantaged pupils are below age-related expectations compared to 14% of other pupils. • In year 6 in maths 55% of our disadvantaged pupils are below age-related expectations compared to 32% of other pupils. • In year 5 in reading, 49% of our disadvantaged pupils are below age-related expectations compared to 19% of other pupils. • In year 5 in maths, , 30% of our disadvantaged pupils are below age-related expectations compared to 19% of other pupils.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. Parental ill health, physical and mental may impact on attendance and home school support. Family breakdown, bereavement and DV seriously impacted on the emotional wellbeing of pupils and their ability to make progress academically. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure and stress due to pressures on families. These challenges particularly affected disadvantaged SEN, pupils, including their attainment. 16/ 30 SEN pupils are disadvantaged and 10 of the 16 disadvantaged SEN pupils currently require additional support with social and emotional needs, with all receiving small group interventions. Some of our SEN pupils did not attend school when invited during lockdowns and some have poor attendance due to extended leave and absences due to medical appointments and conditions.
6	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 0.5% to 0.69% lower than for non-disadvantaged pupils. In the group of persistently absent pupils, 64% are disadvantaged compared to 36% of non disadvantaged in the Autumn term 2021. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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 as well as performance in summative assessments.
Improved reading attainment among disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2024/25 show that more than 85% of disadvantaged pupils meet the expected standard.

Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 85% 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: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities and attendance at breakfast club, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. • the percentage of all pupils who are persistently absent being below 12% and the figure among disadvantaged pupils being no more than 10% lower than their peers.

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: **£60,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments from NFER for maths, reading and SPAG. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	1, 2, 3, 4
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
Purchase Tower Hamlets Phonics programme and books to secure stronger phonics teaching for all pupils. Train all TAS to provide high quality phonics support. Set up a phonics resource room.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2 and 3
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. 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).	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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	5

Learning mentor and pastoral staff to play a key role in supporting pupils' SEL.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£42,000 (Includes £14, 884 school led tutoring grant)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training and development to improve pupils' oral language especially vocabulary range and skills for disadvantaged pupils who have relatively low spoken language skills. Appoint a speech and language therapist for one day/ week.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 4
Purchase phonics materials and develop a phonics room. Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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 Toolkit Strand Education Endowment Foundation EEF	2
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. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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	4

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

Budgeted cost: **£62,684**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parenting support and Strengthening families classes using Parental Support Officer and the Learning mentor.	Both targeted interventions and universal approaches can have positive overall effects:	4 and 5

Additional lunchtime leadership and support – appoint a senior MDMS to assist with challenging behaviours and training MDMS.	Based on our experiences when children have a settled, positive lunchtime experience they are able to learn more effectively in the afternoons.	4 and 5
Increase attendance of PP pupils at breakfast club- Currently, only 36% of pupils attending breakfast club in a typical week are PP.	We know that children who attend breakfast club have had a good start to the day and have had a healthy breakfast and a settled start.	
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
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: £164,684

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was higher than in the previous years in key areas of the curriculum.

This year group was a particularly strong cohort with good attendance on return to school. This year group worked well during lockdown with the maintenance of a high quality curriculum and teaching and as a result performed relatively well compared to National pupils and other year groups in the school. Pupils became particularly proficient at using computers and accessing and sending in work. The school already had a range of online programmes that the pupils were familiar with that also aided them during lockdowns, such as Maths Whizz. The school stayed open during lockdowns and was able to track all pupils and provide resources such as laptops for every child who requested one and targeted support and technology to pupils who appeared to need it.

As a results, disadvantaged children performed very well compared to their non-disadvantaged peers due to the range of support provided during lockdowns and quality first teaching and interventions, on return to school.

Although overall attendance in 2020/21 was lower than in the preceding 4 years, at 94.81%, it was in line with the local authority average of 94.8%. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 0.69% higher than their peers and persistent absence 28% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Teaching assessment and use of 2019 SATS papers taken due to COVID

National data is data from O' track – tracking system used in 6000 schools

Data for 2021= 51 pupils	Pupils eligible for PP – Lawdale Junior School 23/51	National PP pupils	Pupils not eligible for PP Lawdale Junior School 28/51	National Non PP Data from O' track – tracking system used in 6000 schools	School all	National all
% of cohort	45%	No data	55%	No data		
% achieving in reading, writing and maths	78%	45%	57%	68%	67%	63%
% at age expected in reading	83%	63%	71%	81%	77%	77%
% at age expected in writing	87%	52%	61%	74%	73%	69%
% at age expected in maths	91%	57%	79%	78%	84%	73%
% achieving Greater depth in reading, writing and maths	18%	No data available	14%	No data available	16%	No data available

Further information (optional)

Additional activity

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

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building creativity as a therapeutic device and life skills such as confidence, resilience, and socialising as well as developing academically. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.