



Pupil Premium Strategy Statement

for

Lynch Hill School Primary Academy

School overview:

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 effect that last year's spending of pupil premium had within our school.

Detail	Data
School name	LHSPA
Number of pupils in school (updated for 22-23)	907 including Nursery
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers	3 years
Date this statement of targets was initially published	November 2021
Date on which it will be reviewed	July 2022, 23 and 24
Statement authorised by	Mrs L Tomlinson
Pupil premium lead	Miss A Okyere
Governor / Trustee lead	Robin Crofts

Funding overview for 22-23

Detail	Amount
Pupil premium funding allocation this academic year (22-23)	£275,784
Recovery premium funding allocation this academic year (22-23)	£27,945
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.
Total budget for this academic year (22-23)	£303,729

Part A: Pupil Premium Strategy Plan

Statement of Intent

Pupil premium strategy statement - The Pupil Premium Grant is allocated to schools by the government to provide funding for the following policies:

- Raising the attainment of disadvantaged pupils of all abilities to reach their potential;
- Supporting children and young people with parents in the regular armed forces.

Whilst allocated on a per pupil basis, the grant may be spent for the educational benefit of all pupils registered at our school. We recognise that not all children attracting Pupil Premium will need support or are disadvantaged and that not all pupils who are 'disadvantaged' or need support are eligible for pupil premium. The attainment of all pupils, including Pupil Premium children, is measured through termly pupil progress meetings where there is a focus on individual children to ensure that they are all meeting their targets. Those who are not will receive targeted support. Pupil Premium Funding and the impact of this is a regular item on the agenda at Local Governing Body Meetings.

Our School Non-Negotiables are:

WHAT ARE OUR NON-NEGOTIABLE EXPECTATIONS AT LYNCH HILL SCHOOL PRIMARY ACADEMY?

- Total commitment to improving the life chances of pupils – high expectations and a clear focus on pupil development, performance and growth. Commitment to the very highest pupil outcomes for our children at all key-stages. Staff focus on pupils with everything else as peripheral. ***We aim high, work hard and care deeply.***
- High quality leadership at all levels that is visible, has impact and action, and travels in the same direction. Leadership sets the tone for any organisation, and our leaders, at all levels, will inspire, be visible, act as role models for other leaders and for pupils, and will be proactive and build high performing, unified teams.
- Positive relationships, especially between staff, students and parents. Our immediate stakeholders need to feel that they are part of a supportive learning community. Relationships set the tone for any organisation. All relations will be positive; we will seek to understand and inspire our pupils, parents and wider community in a way that outstanding organisations can and should do.
- We will always strive and improve and do things better. Complacency has no place at Lynch Hill: we will always strive to be the very best we can be for the community we serve and there will be no excuses for under-performance.

Our School Priorities are:

- To ensure that all pupils are supported to make up for lost learning as a result of the global pandemic and that gaps in knowledge and skills continue to close rapidly.

- To continue to embed an enriched, broad and balanced curriculum with high quality teaching and learning where there is a key focus on **children knowing more, remembering more, applying more and articulating more**
- School Community Recovery (Mental Health and Well-Being – a Whole School Approach)
- Parental Engagement - Strengthen links, communication and promote positive engagement with parents and carers of pupils so that they understand how to support their child's learning at home
- Leadership - Continue to grow and build transitionary leadership capacity within the school including governance

The DfE also set out the following '**Recovery Curriculum Expectations**': to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – were given the recovery support needed to make substantial progress by the end of the academic year 2021-2022, which we worked hard to address.

Our main recovery premium priorities are:

- To implement and monitor a recovery curriculum to positively impact on lost learning resulting in high standards of achievement from prior starting points and accelerated progress in Reading, including early reading, Writing and Mathematics.
- To support the emotional well-being and resilience of the whole school community in response to the impact of the Covid-19 pandemic.

The overall aims of our recovery priorities are:

- To raise the achievement of all pupils, through quality first teaching and targeted interventions, to close the gap created by COVID-19 school closures/disruptions
- To identify pupils who require additional emotional support and provide a personalised nurture programme
- To support the recovery of missed learning, we have allocated funding to a series of support programmes and interventions. Programmes and Intervention sessions will be led by Lynch Hill school staff which supports the EEF statement that 'Tuition delivered by qualified teachers is likely to have the highest impact.' Bespoke therapy or nurture sessions have been planned with pupils that have been identified in school or through parental concerns.

Challenges

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

Challenge number	Detail of challenge
1	Development of Maths and English skills
2	Language development, communication skills, vocabulary and oracy
3	Encouraging sustained engagement of parents to assist and support their children's learning
4	Increasing emotional resilience, confidence, stamina, aspiration and independence
5	Developing self-regulation
6	Punctuality and Attendance of disadvantaged students
7	Breadth of provision with skilled/effectively trained staff
8	Accelerating achievement and progress within the core subjects

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 progress and outcomes in reading for disadvantaged pupils	Termly internal assessment data shows a closing of attainment and progress gaps between disadvantaged and non-disadvantaged within school and annually when comparing with national data
Improve progress and outcomes in writing for disadvantaged pupils	Termly internal assessment data shows a closing of attainment and progress gaps between disadvantaged and non-disadvantaged within school and annually when comparing with national data
Improve progress and outcomes in maths for disadvantaged pupils	Termly internal assessment data shows a closing of attainment and progress gaps between disadvantaged and non-disadvantaged within school and annually when comparing with national data
Improve progress and outcomes in phonics for disadvantaged pupils	Termly internal assessment data shows a closing of attainment and progress gaps between disadvantaged and non-disadvantaged within school and annually when comparing with national data
Improve speech and communication skills of our disadvantaged pupils	NELI and Speech links data will show positive progress scores

Further improve vocabulary acquisition and oracy skills across the curriculum for our disadvantaged pupils	Lesson observations show we explicitly teach vocabulary, raise children's interest and motivation to develop their own vocabulary and celebrate exploring and using ambitious word choices. Discussions show that children are able to articulate clearly with their teachers and peers.
Disadvantaged pupils will be more resilient, confident and independent	Learning walks will show that our pupils can tackle challenges set and work with greater independence. Internal assessment data will show positive progress
Disadvantaged pupils will have greater stamina for completion of tasks and challenges	Learning walks will show that our pupils have the stamina to complete tasks and challenges in line with their peers Internal assessment data will show positive progress
To improve behaviour and self-regulation of disadvantaged pupils	Behaviour logs will show a decline in number of behaviour incidents. Reduction in Formal Warnings and exclusions
Improved attendance and punctuality for disadvantaged pupils	Attendance figures for disadvantaged pupils will be in line with non-disadvantaged
High uptake of extra-curricular opportunities. Cultural capital opportunities are embedded across the school	100% of disadvantaged pupils access at least one extra-curricular opportunity
High levels of parental engagement, including attendance at progress and support meetings	Attendance at parent's meetings and key events to be at least 90%

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher capacity for English reading for targeted groups and cohorts to reduce group size	EEF research shows that key reading support strategies can add + 6 months onto a learner The EEF Guide to the Pupil Premium states that quality first teaching for all is the best	1,2, 4, 8

	<p>way to improve outcomes for our disadvantaged pupils</p> <p>Personalised support for children, where class teachers work with pupils on individual targets, next steps and how to meet them. For pupils to have the opportunity to discuss their attitudes, concerns. Improve self-confidence. In-class support, to support groups of pupils and to allow class teachers to work with groups of children and carry out pupil mentoring.</p> <p>Smaller groups will allow for more focussed teaching and learning and increased opportunities to address individual needs. Pre-teaching, particularly on tier 2 vocabularies, to prepare pupils for future learning and build increased confidence to enable pupils to access the curriculum at a similar level to their peers.</p> <p>Improve learning outcomes across the whole of the curriculum with particular emphasis on reading, writing and mathematics. Time for practice and application of skills.</p> <p>Build confidence and raise achievement through targeted support.</p>	
<p>Additional teacher capacity for English writing for targeted groups and cohorts to reduce group size</p>	<p>EEF research shows that key writing support strategies can add + 6 months onto a learner</p> <p>The EEF Guide to the Pupil Premium states that quality first teaching for all is the best way to improve outcomes for our disadvantaged pupils</p> <p>Personalised support for children, where class teachers work with pupils on individual targets, next steps and how to meet them. For pupils to have the opportunity to discuss their attitudes, concerns. Improve self-confidence. In-class support, to support groups of pupils and to allow class teachers to work with groups of children and carry out pupil mentoring.</p> <p>Smaller groups will allow for more focussed teaching and learning and increased opportunities to address individual needs. Pre-teaching, particularly on tier 2 vocabularies, to prepare pupils for future</p>	<p>1, 2, 4, 8</p>

	<p>learning and build increased confidence to enable pupils to access the curriculum at a similar level to their peers.</p> <p>Improve learning outcomes across the whole of the curriculum with particular emphasis on reading, writing and mathematics. Time for practice and application of skills.</p> <p>Build confidence and raise achievement through targeted support.</p>	
Additional teacher capacity for maths for targeted groups and cohorts to reduce group size	<p>EEF research shows that mastery learning can add + 5 months onto a learner</p> <p>The EEF Guide to the Pupil Premium states that quality first teaching for all is the best way to improve outcomes for our disadvantaged pupils</p> <p>Personalised support for children, where class teachers work with pupils on individual targets, next steps and how to meet them. For pupils to have the opportunity to discuss their attitudes, concerns. Improve self-confidence. In-class support, to support groups of pupils and to allow class teachers to work with groups of children and carry out pupil mentoring.</p> <p>Smaller groups will allow for more focussed teaching and learning and increased opportunities to address individual needs. Pre-teaching, particularly on tier 2 vocabularies, to prepare pupils for future learning and build increased confidence to enable pupils to access the curriculum at a similar level to their peers.</p> <p>Improve learning outcomes across the whole of the curriculum with particular emphasis on reading, writing and mathematics. Time for practice and application of skills.</p> <p>Build confidence and raise achievement through targeted support.</p>	1, 2, 4, 8
Key PP meetings after each data point to help drive planning and interventions for the following term	<p>The EEF Guide to the Pupil Premium reports that evidence informed leaders can help to improve outcomes for disadvantaged pupils</p> <p>Quality CPD opportunities for staff to come together with SLT and SENDCo to discuss</p>	7, 8

	barriers to learning and identify next steps and strategies. Thus, ensuring that teaching and learning at LHSPA is responsive to need.	
Key SEN meetings after each data point to help drive planning and improvement strategies for the following term	<p>The EEF Guide to the Pupil Premium reports that evidence informed leaders can help to improve outcomes for disadvantaged pupils</p> <p>Quality CPD opportunities for staff to come together with Inclusion team & SENDCo to discuss barriers to learning and identify next steps and strategies. Thus, ensuring that teaching and learning is responsive to need.</p>	7, 8
Appraisal – all staff have targets linked to performance of targeted groups with focus on PP, SEND	EEF states that Performance Pay can add + 1 month onto learners	7
PIXL approach to quality teaching and learning	<p>The EEF Guide to the Pupil Premium states that quality first teaching for all is the best way to improve outcomes for our disadvantaged pupils.</p> <p>Being a PiXL school enables us to be part of a large network of thousands of schools, able to share best practice, access high quality resources, strategies and CPD in order to bring about brighter futures for all.</p>	1,2,4,7,8
High quality CPD to improve the quality of our curriculum offer at LHSPA	<p>The EEF Guide to the Pupil Premium states that quality first teaching for all is the best way to improve outcomes for our disadvantaged pupils.</p> <p>For example, access to the RWI portal and the wealth of training materials, along with regular development days with the RWI consultant, enables all staff to ensure that children make the best start to early reading and writing.</p>	7
QFT Strategies, including delivering timely feedback	<p>EEF states that quality first teaching for all is the best way to improve outcomes for our disadvantaged pupils</p> <p>Also, feedback can add +8 months onto learners</p>	7,8

	Time is given to enable teachers to visit other teachers (at LHSPA and beyond) to observe QFT strategies in action, reflect and feedback	
Progress Tests, Analysis and Feedback	The EEF Guide to the Pupil Premium reports that evidence informed leaders can help to improve outcomes for disadvantaged pupils Feedback can add +8 months onto learners Following the PiXL assessment programme, staff complete QLAs in order to plan next steps and DTTR	1,2,8
Data Tracking	The EEF Guide to the Pupil Premium reports that evidence informed leaders can help to improve outcomes for disadvantaged pupils	7,8

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recovery planning and small group tutoring	EEF research shows that small group tuition can add +4 months onto a learner Smaller groups will allow for more focussed teaching and learning and increased opportunities to address individual needs. Pre-teaching, particularly on tier 2 vocabularies, to prepare pupils for future learning and build increased confidence to enable pupils to access the curriculum at a similar level to their peers. Improve learning outcomes across the whole of the curriculum with particular emphasis on reading, writing and mathematics. Time for practice and application of skills. Build confidence and raise achievement through targeted support.	1,2 4,8
One to one tutoring	EEF research shows that 1:1 tuition can add +5 months onto a learner The school-led tutoring grant is to support disadvantaged pupils in catch-up learning.	1,2,4,8

	<p>We are providing tuition to pupils eligible for pupil premium but also included in this is pupils with other types of disadvantage or additional needs. This includes children who have a social worker, previously looked-after children, young carers and other vulnerable pupils. However, if we feel that a pupil who does not fall into these categories would benefit from catch-up tutoring, the funding will also be used to support this too.</p>	
Speech Links	<p>EEF research shows that 1:1 tuition can add +5 months onto a learner</p> <p>This will better enable us to provide targeted speech and language support for pupils across the school</p>	2,4
NELI programme	<p>EEF research shows that 1:1 tuition can add +5 months onto a learner</p> <p>The programme is designed for reception pupils and involves providing targeted small group and one-to-one support for children who require additional support with their language and early literacy skills. NELI is a programme for children in Reception (4-5 years) which research has concluded improves children's language and early literacy skills. The programme involves trained members of our school staff delivering three small group sessions and two individual sessions each week to a targeted group of pupils for 20 weeks. NELI aims to develop children's vocabulary, listening and narrative skills and in the last 10 weeks also involves activities to develop phonological awareness and early letter-sound knowledge as foundations for learning to read. NELI was developed by Dr Silke Fricke (University of Sheffield), Dr Claudine Bowyer-Crane (NIESR) and Professors Maggie Snowling and Charles Hulme (University of Oxford). They adapted approaches frequently used by speech and language therapists and have developed NELI as a resource for schools to use with pupils in Reception class with weak oral language skills. Our trained staff members will be able to deliver NELI year after year using the same Language Screen account</p>	2,4

	and NELI resources. Resources have been adapted for use in our Nursery too.	
Pre-teaching sessions	<p>EEF research shows that small group tuition can add +4 months onto a learner.</p> <p>Pre-teaching, particularly with regards to vocabulary, helps to prepare our children for future learning and helps to build confidence. These sessions support the children to be able to access future lessons at a level similar to their peers.</p>	1,2,4,8
Daily phonics 1:1 sessions and spotlight support sessions	<p>EEF research shows that 1:1 tuition can add +5 months onto a learner</p> <p>Access to the RWI portal and regular Development Days ensures that high quality phonics sessions are delivered and daily 1:1 sessions for those pupils who need</p>	1,2,4,8
TAs in maths and English sessions	<p>EEF research shows that TAs can add +1 month onto a learner</p> <p>TA support in core lessons, enables the teacher to provide targeted support and bespoke teaching</p>	1,2,4,8
Small group interventions for core areas of the curriculum	<p>EEF research shows that small group tuition can add +4 months onto a learner</p> <p>Small group interventions enable focussed teaching and learning and increased opportunities to meet and fully address individual needs.</p>	1,2,4,8
More able challenge sessions	<p>EEF research shows that small group tuition can add +4 months onto a learner</p> <p>Use of additional teacher capacity to provide a range of challenges for our most able pupils with the aim of addressing GD targets and raising aspiration.</p>	1,2,4,8
Before/After school Booster sessions	<p>EEF research shows that small group tuition can add +4 months onto a learner and extending school time can add +2 months</p> <p>Small group booster session enable focussed teaching and learning and increased</p>	1,2,4,8

	opportunities to meet and fully address individual needs.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Promotion of growth mindset	<p>When pupils are directly taught about growth mindset, they can, on average add 2 months onto their learning.</p> <p>At LHSPA, growth mindset is taught as part of our mastery approach and through our IPC curriculum. Brainwave is the IPC launch unit at the start of each new academic year</p>	4,5,8
Promotion of metacognition strategies	<p>EEF research shows that meta-cognition strategies can add +7 months onto a learner</p> <p>Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning.</p> <p>Developing pupils' metacognitive knowledge of how they learn—their knowledge of themselves as a learner, of strategies, and of tasks—is an effective way of improving pupil outcomes.</p> <p>Teachers should support pupils to plan, monitor, and evaluate their learning. This is an area of focus for LHSPA this year.</p>	4,5,8
Nurture	<p>EEF research shows that behaviour interventions can add +3 months onto learners with specific needs</p> <p>Nurture is a short-term, focused intervention for children with particular social, emotional and behavioural difficulties which are creating a barrier to learning within the classroom.</p> <p>Nurture support is not just limited to the Nurture group, the Nurture principles are</p>	4,5

	demonstrated across the school by highly skilled staff	
ELSA	<p>EEF research shows that behaviour interventions can add +3 months onto learners with specific needs</p> <p>Social and emotional support for pupils with emotional needs to enable them to learn and manage their feelings and access class learning. Personalised support for children with individual needs to access the learning and make good progress towards their targets. Improve self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom.</p>	4,5
Weekly Therapy	EEF research shows that behaviour interventions can add +3 months onto learners with specific needs	4,5
Behaviour Interventions	EEF research shows that behaviour interventions can add +3 months onto learners with specific needs	4,5
Rewards	<p>Motivational factor – rewards are funded from a different budget</p> <p>Rewards are given for good attendance, significant improvements, consistency</p>	4,5,6
Termly Jigsaw REST Scales	<p>As part of the jigsaw PSHE package, the REST programme really increases teachers' understanding of how resilient and engaged pupils are. This increased understanding and 'culture of resilience', combined with the many methods for improving pupil's resilience and engagement contained in the resource, aids teachers in pro-actively improving children's well-being and mental health. Combined with other indicators, it can also assist teachers/schools in recognising that a child needs professional intervention.</p> <p>The Resilience Scale is an effective screening tool, enabling teachers to understand children's starting points and to inform appropriate interventions. Those children who have very low scores are identified and supported through interventions planned by our trained mentors.</p> <p>Please note, in EYFS, we use the Leuven scale.</p>	4,5

LHSPA Club Offer	EEF research shows that sports participation adds +2 months onto a learner The school provides a full club offer for pupils in KS1 and KS2 in order to raise engagement levels and aspiration with a number of targeted invites in KS1 and KS2.	2,4,5,6
Kidzone	EEF research shows that enrichment and extra-curricular learning opportunities can add + 2 months	4,5,6
Student Leadership Opportunities	Pupils are given the opportunity to develop their leadership skills whether as a member of the school council, as an Active ambassador or, in upper KS2 as Prefects, Sports Council members and Young Ambassadors. Such opportunities develop communication skills, confidence and raise aspiration	4,5,6
Targeted Parent Support and Communication	EEF research shows that parental engagement can add +3 months onto a learner Time given to discuss targets, attendance and next steps. Such communication enables parents and carers to better support their child in their educational journey. Parents are invited into school for assemblies or learning presentations in order to develop positive partnerships and attempt to remove any barriers between home and school.	3
Parent and Family Support from Inclusion Officer	The EEF Guide to the Pupil Premium states that attendance strategies improve outcomes for disadvantaged pupils Specific individual support provided to families, enabling a calmer more stable home environment. Parents supported to ensure that children's well-being and emotional needs are being appropriately prioritised. Attendance is high profile at all times. There is statistical evidence that low attendance / persistent absence directly impacts on the rate of progress that children make. Being away from school can also affect self-esteem and confidence for pupils on their return and therefore impact on their ability to learn.	3

Mentoring	EEF research shows that mentoring can have a non-academic impact on disadvantaged pupils	4,5,6,8
Pastoral Support	EEF Covid-19 Support Guide recommends that pupil wellbeing sessions and meetings are crucial for improving pupil outcomes	4,5,6
Mini Police	Targeted project to raise aspirations for pupils in year 5 and year 6. Our Mini Police project is a means of engaging children within their communities. It helps to address policing priorities, increase confidence and reduce perceived barriers. An opportunity for children aged 9 to 11 years to learn about community safety, in a fun way, giving young people a voice.	4,5,6,8
Peripatetic lesson support	EEF research shows that small group tuition can add +4 months onto a learner The school will support with additional music lessons for those with a keen interest in order to raise aspiration and provide the hook to want to come to school and draw on cultural capital.	4,5,6,8
Residential Trips and Cultural Capital Experiences	EEF research shows that outdoor adventure participation adds +4 months onto a learner Trips enable children to build up their experiences which they can then draw upon in the future. Increasing cultural capital helps to diminish difference between the disadvantaged and non-disadvantaged. Trips and experiences support the child's learning and such activities are very carefully planned at LHSPA in order to build upon current or future learning. Such activities help to showcase different talents and can raise confidence and aspiration	4,5
Support for Breakfast Club and Funzone Provision	EEF research shows that extending school time can add +2 months onto a learner Supporting children and families with a calm start to the day and support at the end of the school day. A healthy breakfast and after school snack provided and a safe, welcoming environment enables children to feel safe and	3, 6

	emotionally ready for school. It also supports good attendance	
Transition Support	<p>EEF research shows that mentoring can have a non-academic impact on disadvantaged pupils</p> <p>It is imperative that as children move through the school and when they transfer to secondary school, they are well prepared for the change. Transition support is available for all but some identified pupils will receive an additional support package.</p>	4

Total budgeted cost: Approximately £330,000

Part B: Review of outcomes

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 - 2022 academic year.

Pupil Premium Strategy Review for 21-22 is given below.

Review of provision and offer for 21-22

Intended outcome	21-22 Review of Progress
<p>Improve progress and outcomes in reading for disadvantaged pupils</p>	<p>End of KS2 reading data 2022 indicates that 87% of all pupils at LHSPA achieved the expected standard with 47% of those achieving greater depth</p> <p>81% of disadvantaged pupils achieved the expected standard with 27% of those achieving greater depth. This is above national average</p> <p>We will continue to focus on more disadvantaged pupils achieving the higher scaled score</p> <p>Small group and 1:1 tutoring enabled children to make accelerated progress</p>
<p>Improve progress and outcomes in writing for disadvantaged pupils</p>	<p>End of KS2 writing data 2022 indicates that 75% of all pupils at LHSPA achieved the expected standard with 26% of those achieving greater depth</p> <p>However, only 61% of disadvantaged pupils achieved the expected standard with 13% of those achieving greater depth.</p> <p>Focus on grammar. Review of success criteria to ensure that it does not inhibit creativity and fluency.</p> <p>Targeted interventions</p> <p>This will continue to be a focus for improvement during 22-23. Use of implementation projects</p>
<p>Improve progress and outcomes in maths for disadvantaged pupils</p>	<p>End of KS2 reading data 2022 indicates that 84% of all pupils at LHSPA achieved the expected standard with 46% of those achieving greater depth</p> <p>85% of disadvantaged pupils achieved the expected standard with 25% of those achieving greater depth. This is well above national average.</p> <p>Small group and 1:1 tutoring enabled children to make accelerated progress</p>

	We will continue to focus on more disadvantaged pupils achieving the higher scaled score
Improve progress and outcomes in phonics for disadvantaged pupils	<p>The PSC check data for 21-22 shows that 96% of all pupils in Y1 achieved the threshold score of 32+</p> <p>91% of disadvantaged pupils achieved the required score. This is significantly above national average and demonstrates the effectiveness of early reading at Lynch Hill.</p> <p>Small group and 1:1 tutoring enabled children to make accelerated progress. Use of devices allowed for personalised programme across the school day and supported the 'Goldilocks' thinking for RWI.</p>
Improve speech and communication skills of our disadvantaged pupils	<p>NELI and Speech links data show positive progress scores. However, from 22-23, we will introduce Wellcomm as this programme enables all staff to carry out support and will hopefully have a wider impact, being able to target more pupils across EYFS due to being able to carry out beyond 1:1</p> <p>Buckets interventions highly effective.</p>
Further improve vocabulary acquisition and oracy skills across the curriculum for our disadvantaged pupils	<p>Lesson observations show we explicitly teach vocabulary, raise children's interest and motivation to develop their own vocabulary and celebrate exploring and using ambitious word choices. Discussions show that children are able being encouraged to articulate clearly with staff and with their peers.</p> <p>Oracy will be a research based project for the school during 22-23.</p>
Disadvantaged pupils will be more resilient, confident and independent	<p>Learning walks do show that many of our pupils can tackle challenges set and work with greater independence. Reviews show that they benefit from the wide-ranging wellbeing strategies implemented through class and smaller intervention groups. Exit reports and REST scales are showing the improvement.</p> <p>Provision maps show that pupils have had a strong wellbeing offer:</p> <ul style="list-style-type: none"> Lego Therapy Daisy's Dream ELSA support Talk About Circle of Friends Mentoring Groups 1:1 Behaviour support Dramatherapy Counselling Psychology Cognitive Behaviour Therapy
Disadvantaged pupils will have greater stamina for completion of tasks and challenges	<p>Learning walks do show that many our pupils have the stamina to complete tasks and challenges although internal data for each year</p>

	<p>group still shows that there is a gap in attainment between disadvantaged and non-disadvantaged pupils.</p> <p>Implementation projects during next cycle will target this</p>
To improve behaviour and self-regulation of disadvantaged pupils	<p>Behaviour logs show a decline in number of behaviour incidents. Reduction in Formal Warnings and exclusions. For spring and summer in 21-22 there were no suspensions or exclusions.</p> <p>Targeted behaviour support and therapies are supporting regulation. Further work on trauma informed approach and emotion coaching to be an area of focus for staff during 22-23.</p>
Improved attendance and punctuality for disadvantaged pupils	<p>Attendance figures for disadvantaged pupils show that it is lower than non-disadvantaged. This will continue to be a focus for 22-23 and our Attendance Officer will work proactively with families to set targets and to offer support.</p>
High uptake of extra-curricular opportunities. Cultural capital opportunities are embedded across the school	<p>All pupils given the opportunity to attend extra-curricular clubs across KS1 and KS2.</p> <p>Targeted invites for some clubs are making a positive impact and providing the enrichment opportunities whilst removing financial barriers. At least 15% of places for residential secured for disadvantaged pupils. Aim to raise this higher for 22-23, particularly with the Y5/6 trip.</p> <p>Will further promote music opportunities for 22-23 with broader peripatetic offer across the year. Target at least 20%+ of places.</p> <p>All pupils accessed the trips, workshops and enrichment activities for their year groups across 21-22, which included some of the following:</p> <ul style="list-style-type: none"> • RAF Museum • Winchester Planetarium • Mobile Farm • Ancient Egyptian workshop • Kew Gardens • Cadburys World <p>Roles and responsibilities are wide and varied and disadvantaged pupils have been selected to undertake range of activities:</p> <p>Prefects Peer Mentors Sports Council Young Ambassadors School Council</p> <p>Target for 22-23 is to ensure that we widen opportunities for younger pupils.</p>
High levels of parental engagement, including attendance at progress and support meetings	<p>Attendance at parent's meetings over 90% for each year group. Parents and Carers were offered virtual meeting during term one and the choice of either face to face or virtual meeting during spring term. This choice was well</p>

	<p>received and enabled quality dialogue between school and home to best support pupils</p> <p>Parents and carers also invited to attend a number of workshops or coffee morning/ drop-ins which included sessions for SEN, for maths, phonics etc. This needs to continue to be an area to focus on. Smaller group sessions prove to be less daunting for some parents.</p> <p>Attendance at learning presentations has been high, with parents really pleased to be able to come into school once again. Many families chose to bring more than one family member to these events.</p> <p>98% of pupils had a representative at the Y6 Graduation ceremony, including all disadvantaged pupils.</p>
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Actual Costing for 21-22 - £326,965