



Pupil Premium Strategy Statement

for

Lynch Hill School Primary Academy

School overview:

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.

Detail	Data
School name	LHSPA
Number of pupils in school	840 + Nursery (updated)
Proportion (%) of pupil premium eligible pupils	31% (updated)
Academic year/years that our current pupil premium strategy plan covers	2021- 2024
Date this version was published	September 2023
Date on which it will be reviewed	Summer 2024
Statement authorised by	Mrs L Tomlinson
Pupil premium lead	Miss A Okyere
Governor / Trustee lead	Robin Crofts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£382,665 (23-24 forecasted budget)
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£382,665

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 for 23-24 are:

- 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.** We must ensure that the

curriculum is fully sequenced, across all subjects, making clear the most important things that pupils need to know and remember at each stage of their education

- To ensure quality-first teaching is fully embedded and in line with the school’s pedagogical approach and that SEND and PP support is consistent and of a high standard across the whole school
- To maintain the **outstanding** offer in EYFS with a curriculum that enables all children to build deeply on what they already know and can do. Continue to ensure that children achieve exceptionally well in the early years, including any two-year-olds. so that by the end of EYFS all children are confident and ready to move on to Year 1
- To further embed a culture of health and wellbeing across the school for pupils and staff, ensuring that we build effective, respectful relationships between pupils and **all adults** within the school community and beyond. To develop the concept of community responsibility and being grateful and appreciative for what we have, fostering a greater awareness of local and global issues of inequality and the positive contributions we can make

The overall aims of our recovery priorities are:

- To raise the achievement of all pupils, through quality first teaching and targeted interventions, to close gaps created by COVID-19 school closures/disruptions
- To identify pupils who require additional emotional support and provide a personalised nurture programme

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

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)

Budgeted cost: £185,000

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	<p>EEF research shows that key reading 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 learning and build increased confidence to enable pupils to access the curriculum at a similar level to their peers.</p>	1,2, 4, 8

	<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 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>1, 2, 4, 8</p>
<p>Additional teacher capacity for maths for targeted groups and cohorts to reduce group size</p>	<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</p>	<p>1, 2, 4, 8</p>

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

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

Budgeted cost: £ 107,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recovery planning and small group tutoring	<p>EEF research shows that small group tuition can add +4 months onto a learner</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
One to one tutoring	<p>EEF research shows that 1:1 tuition can add +5 months onto a learner</p> <p>The school-led tutoring grant is to support disadvantaged pupils in catch-up learning. 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>	1,2,4,8
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 and NELI resources. Resources have been adapted for use in our Nursery too.</p>	2,4
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	EEF research shows that 1:1 tuition can add +5 months onto a learner	1,2,4,8

	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	
TAs in maths and English sessions	EEF research shows that TAs can add +1 month onto a learner TA support in core lessons, enables the teacher to provide targeted support and bespoke teaching	1,2,4,8
Small group interventions for core areas of the curriculum	EEF research shows that small group tuition can add +4 months onto a learner Small group interventions enable focussed teaching and learning and increased opportunities to meet and fully address individual needs.	1,2,4,8
More able challenge sessions	EEF research shows that small group tuition can add +4 months onto a learner 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.	1,2,4,8
Before/After school Booster sessions	EEF research shows that small group tuition can add +4 months onto a learner and extending school time can add +2 months Small group booster sessions enable focussed teaching and learning and increased opportunities to meet and fully address individual needs.	1,2,4,8

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

Budgeted cost: £ 97,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Promotion of growth mindset	When pupils are directly taught about growth mindset, they can, on average add 2 months onto their learning.	4,5,8

	At LHSPA, growth mindset is taught as part of our mastery approach and through our curriculum. Brainwave is the launch unit at the start of each new academic year	
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 demonstrated across the school by highly skilled staff</p>	4,5
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	Motivational factor – rewards are funded from a different budget Rewards are given for good attendance, significant improvements, consistency	4,5,6
Termly Jigsaw REST Scales	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. 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. Please note, in EYFS, we use the Leuven scale.	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.	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	<p>EEF research shows that parental engagement can add +3 months onto a learner</p> <p>Time given to discuss targets, attendance and next steps. Such communication enables parents and carers to better support their child in their educational journey.</p> <p>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.</p>	3
Parent and Family Support from Inclusion Officer	<p>The EEF Guide to the Pupil Premium states that attendance strategies improve outcomes for disadvantaged pupils</p> <p>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.</p>	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	<p>EEF research shows that small group tuition can add +4 months onto a learner</p> <p>The school will support with additional music lessons for those with a keen interest in order to raise aspiration and provide the hook to</p>	4,5,6,8

	want to come to school and draw on cultural capital	
Residential Trips and Cultural Capital Experiences	<p>EEF research shows that outdoor adventure participation adds +4 months onto a learner</p> <p>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.</p> <p>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.</p> <p>Such activities help to showcase different talents and can raise confidence and aspiration</p>	4,5
Support for Breakfast Club and Funzone Provision	<p>EEF research shows that extending school time can add +2 months onto a learner</p> <p>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 emotionally ready for school. It also supports good attendance</p>	3, 6
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: £ 389,750

Part B: Review of outcomes

Pupil premium strategy outcomes

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

Pupil Premium Strategy and Review 21-22 can be accessed here:

[DfE external document template \(finalsite.net\)](#)

Update for 22-23:

Intended outcome	22-23 Review of Progress
Improve progress and outcomes in reading for disadvantaged pupils	<p>End of KS2 reading data 2023 indicates that 88% of all pupils at LHSPA achieved the expected standard with 42% of those achieving a higher scaled score of 110+.</p> <p>National for all pupils at the expected standard was 73%</p> <p>85% of disadvantaged pupils achieved the expected standard with 29% of those achieving a higher scaled score of 110+. This is a slight increase on 2022.</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>
Improve progress and outcomes in writing for disadvantaged pupils	<p>End of KS2 writing data 2023 indicates that 70% of all pupils at LHSPA achieved the expected standard with 18% of those achieving greater depth.</p> <p>National for all pupils at the expected standard was 71%.</p> <p>However, only 48% of disadvantaged pupils achieved the expected standard with 3% of those achieving greater depth. Writing attainment was low for Lynch Hill for 22-23 and all year groups are relaunching their writing curriculum for 23-24 and introducing a new spelling approach.</p> <p>Focused work on grammar enabled 87% of all pupils to achieved the expected standard in the end of KS2 GPS paper with 82% of disadvantaged pupils. National for all pupils was 72%</p>

<p>Improve progress and outcomes in maths for disadvantaged pupils</p>	<p>End of KS2 reading data 2023 indicates that 83% of all pupils at LHSPA achieved the expected standard with 41% of those achieving greater depth.</p> <p>82% of disadvantaged pupils achieved the expected standard with 12% of those achieving greater depth. This is above national for all pupils at the expected standard which was 73%.</p> <p>We will continue to focus on more disadvantaged pupils achieving the higher scaled score</p>
<p>Improve progress and outcomes in phonics for disadvantaged pupils</p>	<p>The PSC check data for 22-23 shows that 98% of all pupils in Y1 achieved the threshold score of 32+</p> <p>95% 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>
<p>Improve speech and communication skills of our disadvantaged pupils</p>	<p>NELI and Speech links data show positive progress scores and the introduction of Wellcomm has enabled all staff to carry out further speech and communication support, targeting more pupils across EYFS due to being able to carry out beyond 1:1. Staff speak highly of this added intervention programme and we will continue to monitor its impact with each new cohort</p> <p>Buckets interventions continue to prove highly effective.</p>
<p>Further improve vocabulary acquisition and oracy skills across the curriculum for our disadvantaged pupils</p>	<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. External reviews comment positively on how well children apply new language</p> <p>As a school we will continue to focus on encouraging children to use stem sentences across the curriculum in the same approach as we use for maths mastery</p>
<p>Disadvantaged pupils will be more resilient, confident and independent</p>	<p>Learning walks continue to 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 continue to show the improvement across the academic year.</p> <p>Provision maps show that pupils have had a strong wellbeing offer:</p>

	<p>Lego Therapy Daisy's Dream ELSA support Nurture Talk About Circle of Friends Mentoring Groups 1:1 Behaviour support Dramatherapy Counselling Psychology Cognitive Behaviour Therapy</p>
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 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 2022-2023 there were no external suspensions or exclusions.</p> <p>Targeted behaviour support and therapies are supporting regulation. Further work on trauma informed approach and emotion coaching have supported staff in building effective relationships and supporting children to regulate their emotions. Work on TIP will continue into 23-24</p> <p>The introduction of a new role: Pupil Support Lead (PSL) has proved highly effective and exit surveys show that children have benefitted from interventions and support from the PSL.</p>
Improved attendance and punctuality for disadvantaged pupils	<p>Attendance figures for disadvantaged pupils show that it is lower than non-disadvantaged at 92.1% v 94.1% for 22-23 and persistent absence was also higher at 26.5%. This will continue to be a focus for 23-24 and our Attendance Officer continues to work proactively with Slough, the Trust and with individual families to set targets and to offer support. An Attendance plan has been drafted for 23-24.</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. Again a number of places for residential were secured for disadvantaged pupils.</p> <p>Further promotion of music opportunities for 22-23 with broader peripatetic offer across the year enabled more disadvantaged pupils to have access to an additional music offer. Further supported by Slough Music Service being based at LHSPA and open invites to free music</p>

	<p>sessions on a Thursday afternoon. Continue to target % of places going forward.</p> <p>All pupils accessed the trips, workshops and enrichment activities for their year groups across 22-23, 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 Reading Buddy</p> <p>This will continue into 23-24, along with the introduction of Peer Excellence.</p>
<p>High levels of parental engagement, including attendance at progress and support meetings</p>	<p>Attendance at parent's meetings remains over 90% for each year group.</p> <p>Parents and carers also invited to attend 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. We have also created a better location for the running of such workshops: they will be held in the Enrichment Block going forward</p> <p>Attendance at Christmas presentations and other year group events, e.g Chocolate Project in Y4, 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>95% of pupils had a representative at the Y6 Graduation ceremony, including all disadvantaged pupils.</p>