



Pupil Premium Strategy Statement- The Lancaster School

This statement details our school's use of pupil premium (Including EYPP and NTP premium for the 2023 to 2024 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	The Lancaster School
Number of pupils in school	109
Proportion (%) of pupil premium eligible pupils	64% PP 30% EYPP
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mr M Davies
Pupil premium lead	Mr D Beveridge
Governor / Trustee lead	Mrs C Hickerton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,120 + £3,246 EYPP
Recovery premium funding allocation this academic year	£4,386
NTP Allocations	£4,474
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1,567
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	£103,547 (including, Recovery premium & NTP funding) Plus EYPP: £106,793

Part A: Pupil premium strategy plan

Statement of intent

Our curriculum is tailored to meet the needs, cohorts and diversity within our school community. Our curriculum empowers and enables our children to be **aspirational, creative, independent** and **resilient** learners. We aim that our pupils leave The Lancaster School with the key knowledge and skills which will enable them to be successful in the next stage of their education. The purpose of the pupil premium is to remove barriers to learning to enable all of our pupils to achieve well across the curriculum.

Our intention at The Lancaster School 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.

High-quality teaching is at the heart of our approach, 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. It is important to recognise that all children are unique and require various approaches. We seek to provide the appropriate provision that addresses all vulnerable groups and ensures they are supported and make good progress.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure that high quality teaching and learning opportunities meet the needs of all pupils.
- ensure disadvantaged pupils are challenged in the work that they're set
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Ensuring that children are provided with a diverse range of stimulating 'real life' learning experiences through a rich and balanced curriculum whilst developing and enhancing basic skills.
- A curriculum which is flexible and responsive to local circumstances and to children's interests and enthusiasm.
- Ensuring that the moral and social development of our children is supported through a focus on the values which drive positive and safe behaviour and relationships.

Our ultimate aim is to narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

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 and communication skills among many disadvantaged pupils. This impacts on Reading, Writing and Maths progress in subsequent years.
2	Assessments, observations, and discussions with pupils indicate underdeveloped vocabulary, as well as grammatical sentence construction, handwriting and spelling.
3	On entry to Reception data is lower for disadvantaged pupils, with slower progress in basic skills as children progress through school.
4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with their phonics than their peers. This negatively impacts their development as a reader.
5	Lack of opportunity for children to experience a broad range of learning opportunities beyond the classroom resulting in a lack of aspirations in attitude to learning and achievement.
6	Absence of resilience to preserve and achieve all that they can.
7	Emotional health and wellbeing of many disadvantaged pupils has been impacted by school closures to a greater extent than for other pupils. This includes multiagency working to improve self-esteem, managing self and being secure with their well-being and emotions
8	Poor nutrition and health attributed to many children not accessing a balanced diet.
9	Observations and assessments indicate safeguarding, welfare issues and environmental including family and housing issues, mental health, single parenthood, worklessness, domestic abuse and substance abuse.
10	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 and communication and vocabulary skills among disadvantaged pupils.	<p>Assessments and observations indicate improved oral language and communication skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence including engagement in lessons, book scrutiny and on-going formative assessment.</p> <p>-70 % of pupils achieving expected in Listening, attention and understanding. -70% of pupils achieving expected in speaking.</p>
Improved GLD attainment at the end of EYFS among disadvantaged pupils.	End of EYFS outcomes show that more than 60% of disadvantaged pupils achieved a GLD.
Improved phonics outcomes for disadvantaged pupils.	Disadvantaged pupils achieved in line with national or above in the phonics screening check.
Improved reading attainment for disadvantaged pupils at the end of KS1.	End of KS1 reading outcomes show that more than 60% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS1.	End of KS1 maths outcomes show that more than 70% of disadvantaged pupils met the expected standard.
To sustain and achieve improved attendance for all pupils, particularly disadvantaged pupils.	Attendance of disadvantaged pupils is at least 95%.
To achieve and sustain improved wellbeing for all pupils in school particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> - qualitative data from pupil voice, parent and teacher questionnaires -reduced emotional and behavioural incidents -an increase in enrichment activities for our disadvantaged pupils.
To provide experiences and opportunities to ensure that the disadvantaged pupils are able to apply these experiences to their learning.	Increased opportunities for children to have rich experiences related to our curriculum. Children able to apply their

	<p>experiences to different areas of learning.</p> <ul style="list-style-type: none"> - qualitative data from pupil voice, parent surveys and teacher observations
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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: £64,075.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing dialogic activities across the school curriculum to support pupils to articulate ideas, consolidate understanding and extend vocabulary.	There is strong evidence base that suggests oral language interventions; including dialogic activities such as high quality classroom discussions have a positive impact on communication and language development as well as an impact on reading. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1,2,3,4
Implement the DfE validated Systematic Synthetic Phonics Programme to secure stronger phonics teaching for all pupils and continue to work with teaching hub	Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics EEF (educationendowmentfoundation.org.uk)	2,3,4
High quality feedback is provided by staff to enhance teaching and learning.	Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to improvement in students' learning. Providing feedback is a well-evidenced and has a high impact on learning outcomes. Studies of verbal feedback show slightly higher impacts overall up to 7+ months. Feedback EEF (educationendowmentfoundation.org.uk)	1,2,3,4,6
Enhancement of our Maths teaching and curriculum planning in line with DfE and EEF guidance. We will	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	1,3

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)	approaches: Maths guidance year 1 (publishing.service.gov.uk) Mathematics guidance: year 2 (publishing.service.gov.uk)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £21,358.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of a SALT Teaching Assistant to deliver specific group/1:1 programmes across school developing early communication and language skills.</p> <p>Additional Eiklan trained staff to be created from within the workforce</p>	<p>Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. Communication and language approaches used in the early years include reading aloud to children and discussing books, explicitly extending children's spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds.</p> <p>Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average 6 months progress can be made with these interventions.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1,2,3
All necessary phonics and reading program materials are provided and implemented fully with careful thought and regular monitoring	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for learners as they begin to read. Teaching phonics is	3,4

	<p>more effective on average than other approaches to early reading.</p> <p>Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching</p> <p>Phonics EEF educationendowmentfoundation.org.uk</p>	
Engaging with the National Tutoring Programme to provide a blend of mentoring and school led tutoring for pupils whose education has been most impacted by the pandemic.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Both 1:1 and small group support will be provided to help these children close the gap.</p> <p>One to one tuition EEF educationendowmentfoundation.org.uk</p> <p>Small group tuition EEF educationendowmentfoundation.org.uk</p>	1,3,4
HLTA to support disadvantaged pupils with SEND barriers	<p>Phonics EEF educationendowmentfoundation.org.uk</p> <p>One to one tuition EEF educationendowmentfoundation.org.uk</p>	1,4,5,9
Develop the quality of social and emotional learning. SEL approaches will be embedded throughout the school by professional development and staff training (E.g. ELSA, Restorative Practice, Trauma Informed Interventions and Art therapy)	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>Social and emotional learning EEF educationendowmentfoundation.org.uk</p>	7,9

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

Budgeted cost: £21,358.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental Engagement and Early Help	Parental Involvement covers the active engagement of parents in supporting their children's learning at school. This includes programmes focused on general approaches. to encourage parents to support their children to read or do mathematics, and	7,9

	<p>more intensive programmes for families in crisis.</p> <p>Involvement of parents is often easier to achieve with very young children. The association between parental involvement and a child's academic success is well established. Studies show that increasing parental involvement in primary schools has on average 4 months positive impact.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	
<p>Subsidised breakfast club enables healthy eating prior to learning and a positive start to the day.</p>	<p>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation.</p> <p>The results suggest that for pupils in relatively disadvantaged schools it is attending the breakfast club, not just eating breakfast, which leads to academic improvements.</p> <p>Magic Breakfast EEF (educationendowmentfoundation.org.uk)</p>	8,10
<p>Rich opportunities to provide hooks for learning and experiences on which to relate to their reading and writing and build on their cultural capital.</p>	<p>The attitudes, beliefs, and behaviours that surround aspirations in disadvantaged communities are diverse.</p> <p>The existing wider evidence suggests that the relationship between aspirations and attainment is not straightforward. Approaches linked to gains in attainment almost always have a significant academic component.</p>	5
<p>Embedding principles of good practice set out in the DFE's Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p> <p>This will involve our Family Support worker attended training, implementing</p>	<p>The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	10

new procedures to support attendance.		
Whole school emotional health and wellbeing strategies. E.g. Art therapy, termly wellbeing days, restorative practice, ELSA, working with the MHST.	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	7

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Art Therapist	
Educational Psychologist	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Bespoke intervention.
What was the impact of that spending on service pupil premium eligible pupils?	Support speaking listening and attention to ensure they were on track for Reception.

Part B: Review of outcomes in the previous academic year 2023-2024

Pupil premium strategy outcomes

Desired outcome	Outcomes	New steps for new academic year
Improved oral language and communication and vocabulary skills among disadvantaged pupils.	-73% of disadvantaged pupils achieved in CL – Listening, understanding & attention and speaking which is a 10% increase from the previous year.	-Continue with Speech & language intervention using WellComm resources. -Language and communication to continue to be a focus in EYFS.
Improved GLD attainment at the end of EYFS among disadvantaged pupils.	-55% of disadvantaged pupils achieved GLD, this is an increase of 7% from the previous year.	-Continue to develop the teaching and learning of the RWI phonics programme. -1:1 tutoring for phonics -Continue to implement Mastering Number. -Develop early writing skills within the provision by working with external expertise.

Improved phonics outcomes for disadvantaged pupils.	-35% of disadvantaged pupils passed the phonics screening check. The new RWI phonics programme was introduced in October.	-Regular monitoring plan and new assessment systems continue to be in place. -The school are part of the English Hub
Improved reading attainment for disadvantaged pupils at the end of KS1.	-31% of disadvantaged pupils achieved EXS at the end of 2024. This was significantly lower than the national average and outcomes for non-disadvantaged pupils within school.	-Introduction of the new KS1 reading curriculum with support from the English Hub -Fidelity to the RWI phonics programme
Improved maths attainment for disadvantaged pupils at the end of KS1.	-50% of disadvantaged pupils achieved EXS at the end of 2024, this is a 10% increase from the previous year.	-Continue with the mastery approach through the NCTEM Maths Hub. -Mastering number programme to be developed across the school with support from the NCTEM Maths Hub. -Maths Intervention to be put in place.
To sustain and achieve improved attendance for all pupils, particularly disadvantaged pupils.	-Attendance data for disadvantaged pupils was 92.33%(Year 1 and 2) this was roughly in line with FFT data for the same year groups.	-Attendance tracking and monitoring to continue and support put in place where appropriate. -Attendance team across the federation to continue to work together.
To achieve and sustain improved wellbeing for all pupils in school particularly our disadvantaged pupils.	-MHST, Art therapy and school wellbeing approaches support pupil wellbeing. -Behaviour of some individual children was heightened due to safeguarding experiences during the pandemic.	-Continue with therapeutic interventions.
To provide experiences and opportunities to ensure that the disadvantaged pupils are able to apply these experiences to their learning.	-Opportunities were provided to widen experiences.	-Continue to have visitors/trips to ensure disadvantaged pupils have the same opportunities and can apply this to their learning.