



School overview

Detail	Data
School name	Lipson Vale Primary School
Number of pupils in school	404
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 2023-2026
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Peter Lewis-Cole
Pupil premium lead	Peter Lewis-Cole Abbie Naylor
Governor lead	Faye Nimmo

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£180,420
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	£180,420

Part A: Pupil premium strategy plan

Statement of intent

Our intention is a concise one: that every pupil in our school, irrespective of disadvantage are given the knowledge, skills and opportunities so that they can create a successful future for themselves. Our 3 year strategic plan enables us to take a long term view of improving the educational opportunities for our pupils and seeks to address the present inequalities that reveal themselves through our internal and external information.

We will consider the challenges faced by our most vulnerable pupils, such as those who have a social worker and are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Using the EEF's tiered approach, we have interrogated measures of performance for our pupil premium children and have identified clear actions which seek to remove existing barriers and enable increased successes, both academically and socially. Our overarching priority supports our school vision of 'Together we are inspiring a community with a bright future' and promotes a school wide culture of equity for all pupils: providing them with what they need to be successful.

We recognise that future academic successes results from firm foundations and a strong start. Our pupil premium strategy complements that development work already taking place in school to strength our foundation curriculum and widen opportunities for pupils through understanding curriculum skills and knowledge in the context of careers.

Through ongoing CPD and a continued spot-light on disadvantaged pupils through leader actions, we will strength our whole school culture that recognises and promotes everyone's responsibility to secure the academic progress and attainment of disadvantaged pupils, as well as ensuring their positive mental health and wellbeing. We will achieve this by:

- Ensuring that every child is in front of an excellent teacher
- Learning is tailored to the individual and acts to remove any barriers that they may have
- Everyone holds ambitious expectations for disadvantaged pupils and their learning is challenging
- Staff acts swiftly to intervene, when needed, to break down barriers.

Challenges

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

Challenge number	Detail of challenge
1	Communication and Language baseline assessments in Foundation evidence the need to prioritise this area. Language development and oracy throughout the school can prevent full engagement from pupils.
2	Overtime, pupils find it hard to recall and retrieve key information important for future learning.
3	Many pupils require adaptations to be made to provide equity in access. This is most significant for our doubly disadvantaged pupils.
4	Doubly disadvantaged pupils are not making progress in line with their disadvantaged peers.
5	Those pupils working below their chronological curriculum do not have clear pathways of how to ensure they return to age appropriate curriculum.
6	Historic legacy of under valuing education which results in poorer attendance and / or late arrivals to school.

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
<p>1. High quality teaching Learning over time is highly effective and ensures that disadvantaged pupils make secure progress from their relative starting points.</p>	<ul style="list-style-type: none"> • As a result of having a secure understanding of adaptive practice, all staff ensure that learners have the necessary support to fully access classroom learning. • Oracy is at the heart of teaching and learning and pupils have the necessary skills to effectively communicate their thoughts. • Teachers and leaders accurately and acutely monitor the progress of disadvantaged pupils and ensure that the correct provision is given to promote secure progress. • Knowledge is retained over time through the skilled application of retrieval practice by all staff. • High quality coaching and mentoring enables staff to implement the necessary research informed changes that enhance learning.
<p>2. Targeted academic support As a result of targeted and swift intervention, the gap between disadvantaged pupils and their non-disadvantaged peers continues to reduce.</p>	<ul style="list-style-type: none"> • Leaders ensure that interventions are of a high quality, time limited and precise in addressing learning gaps. • 1:1 and small group tuition enables gaps in learning to be addressed and for learners to access whole class learning. • Through robust internal processes, doubly disadvantaged pupils have the necessary support identified and provided in a timely manner. • A highly effective teaching assistant is in every class for the teaching of core subjects.
<p>3. Wider strategies Disadvantaged pupils attend school on time, every day and are enabled to access a wide range of extra-curricular activities.</p>	<ul style="list-style-type: none"> • Pupils are supported to be regulated and understand their emotional needs which, in turn, enables them to be 'ready to learn'. • Extra-curricular activities provide rich and varied opportunities for pupils ('something for everyone'). • Disadvantaged attendance (including lateness) improves and is in line with their non-disadvantaged peers. • Trips, visit and residential are accessible to all pupils and financial support is given to disadvantaged pupils where money is a barrier.

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: £65,427.05

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscribe to and use infant / junior language link to screen and access language acquisition for pupils in Foundation and year 3.	Chartered College: The Plymouth Oracy Project Chartered College: Dialogic Teaching	1, 4
Secure and maintain guaranteed and protected release time for SLT.	EEF's High Quality Teaching	3, 4
Secure and maintain guaranteed and protected release time for Early Reading leads.	EEF's Phonics report	1, 3
Provide release time for subject leads to create a progression and coherent vocabulary progression for all year groups.		1, 2
Provide release time for subjects leads to identify key knowledge to retrieve across the school and create retrieval quizzes for every year group.	Chartered College's The Role of Retrieval Practice	2, 3
Provide all staff with bespoke CPD on adaptive practice.	EEF's Effective Professional Development	2, 3
Ensure availability of support and advice from SEND and Inclusion Lead by maintaining their out of class role.	EEF's Special Educational Needs in Mainstream Schools EEF's 5 a day	3, 4
Ensure access to specialist support for pupils through procuring multi-disciplinary teams hours through our psychology service.		3, 4
Provide the maths leads with protected release time weekly.	EEF's Mastery Learning	2, 4

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

Budgeted cost: £73,238.02

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide staff with ongoing training to ensure they maintain an up-to-date knowledge.	Rosenshine Principles	3
Provide support staff with sufficient time and resources to enable them to deliver effective interventions.	EEF's Making Effective Use of Teaching Assistants	5
Leaders to regularly check the quality of interventions and provide ongoing support.		3, 5
Provide tuition for pupils who are off-track from making expected progress.		
Hold SEND review meetings to monitor progress and identify precise actions.	EEF's Special Educational Needs in Mainstream Schools	4
Conduct a thorough review of internal processes for early identification and support of pupils with SEND.	EEF's 5 a day	4

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

Budgeted cost: £49,717.29

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide protected time to maintain the role of Attendance Lead to ensure robust monitoring and quick action.	DfE's Working together to improve attendance	6
Parent Support Advisor to work alongside families as an advocate for disadvantaged pupils.		5, 6
Provide and maintain protected ELSA time.	EEF's Social and Emotional Learning	
Increase availability of extra-curricular clubs run by support staff.		
Provide universal access to educational experiences by fully funding these.		
Provide access to free music tuition to promote self-discipline, motivation and pride.		
Continue engaging with the national breakfast scheme.		

Total budgeted cost: £188,382.36

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Teachers are able to identify pupils in receipt of Pupil Premium funding through increased robust systems of monitoring (Pupil Progress Meetings) and performance management arrangements.

The precision of deployment of resources has improved and the impact of this deployment is being regularly reviews through the monitoring meetings.

SLT, through their monitoring calendar, have an increased awareness of the academic needs of pupil premium children and, as a result of decision action, that gap between disadvantaged and non-disadvantaged pupils in closing.

Improved systems in the planning, tracking and assessing of interventions has enable staff awareness of impact to increase and for alternations to be made to interventions to the benefit of pupils.

Leaders have been deployed specifically to monitor the impact of interventions and ensure all are of a high quality. The quality of intervention has improved as a result. This work on intervention, however, needs to continue.

Coaching and ongoing support has been provided to enable TAs delivering interventions to set these up with precision, and in line with guidance from the class teacher.

Training has been provided to TAs in delivering maths interventions (specifically the use of manipulatives) and to improve subject knowledge around grammar (phase specific). SLT monitor the effectiveness of interventions termly and provide ongoing support through PPM meetings.

Ongoing assessments in RWInc show that pupils make good progress. Where pupils are stuck, 1:1 interventions are in place to promote progress.

PSC outcomes have improved by 9% as a result of ongoing support provided by reading leaders.

LF (PSA since Jan 2021) is having a positive impact on pupils. This continues to be value to money. Including supporting vulnerable families to accessing emergency funding, food and provide support to families. LF is also very involved with the Attendance teams and works closely with families to improve attendance for pupils.

New second hand uniform shop has been set up and the foundations are in place for this to be self-sufficient. PSA now has access to a bank of uniform to our vulnerable families and monies is being generated to allow us to purchase additional items for our vulnerable families and children should the need arise. A system of recycling the donated uniform is in place and parents (not targeted) are made aware of shop opening times.

National Schools Breakfast Programme accessible to all pupils in school. Staff provide pupils, as and when, with breakfast.

We now have 3 staff trained to drive the minibus.

Improvements in attendance are evidence. However, PA for PPG pupils remains a concern and is below local primary schools.

Recent change in deployment has enabled a needs led approach across the school with targets year groups with the greatest need. Afternoon sessions have been safeguarded to enable dedicated time for Thrive and ELSA sessions to take place.

A further recruitment of an ELSA TA has supported further capacity for sessions to run regularly.

Externally provided programmes

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

Programme	Provider
Accelerated Reader	Renaissance Learning
Read Write Inc	Oxford University Press
Read Write Inc Freshstart	Oxford University Press
Times Table Rockstars	TT Rockstars
White Rose Maths	White Rose
Number Sense	Number Sense Maths
Mastering Number	NCETM
Flash Academy	Learning Labs