



School overview

Detail	Data
School name	Lipson Vale Primary School
Number of pupils in school	399
Proportion (%) of pupil premium eligible pupils	27%
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 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Peter Lewis-Cole
Pupil premium lead	Peter Lewis-Cole Abbie Naylor
Governor lead	Laura Hernandez

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£176,560
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	£176,560

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 result 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
- Tailored learning to the individual and acts to remove any barriers that they may have
- Everyone holding ambitious expectations for disadvantaged pupils and their learning is challenging
- Staff acting 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 residentials 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: £59,651.05

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: £70,898.02

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: £180,266.36

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 2023 to 2024 academic year.

As a school, we have moved to a strategic deployment model for our class-based support staff. This has enabled us to prioritise expertise within school development areas. As such, we have a speech and language teaching assistant who is working with therapists to provide further support in school. In addition to this, assessing pupils on Infant and Junior language link has identified early pupils who require additional input. Our SEND and Inclusion Lead is working closely with the speech and language teaching assistant to deliver regular and routine speech and language inputs which address gaps (identified through individual assessments).

Our SEND and Inclusion Lead has worked intensively with all teachers across the school to identify appropriate targets (through Individual Education Plans (IEPs)) that are measurable and achievable within a given timescale. Communication with families has been strengthened regarding these IEPs and are now a working document which is reviewed and adjusted with greater precision. Additionally, our SEND and Inclusion Lead has increased their monitoring of provision within class for our doubly disadvantaged pupils. This has led to leadership being more confident that in-class provision is match to pupils needs and that we are inclusively offering a high-quality curriculum to all. As a result of this monitoring, we have some key actions to further strengthen this for our SEND pupils.

Our continued focus on CPD for all class-based staff on 'adaptive practice' has strengthened and extended our in class universal provision which is ensuring that more pupils are readily accessing age-appropriate teaching and learning. Staff have developed their awareness of adaptive practice and internal monitoring has clearly evidenced that a wider range of strategies is now being used across the school. We have also been able to evidence how these strategies have enabled pupils to successfully engage with learning within the lesson. Our key driver is to ensure that our universal provision is suitably high quality and adaptive so that we are reducing the need for lengthy out of class interventions.

Our systems for monitoring and supporting attendance improvements have had a positive impact overall. We have strengthened our connections with local support organisations and families to provide early intervention which has resulted in the improvements in attendance habits. This relentlessly supportive approach resulted in an increase in attendance overall for our disadvantaged pupils and, specifically, those who also have SEND.

Having a range of SEMH support on offer for pupils has enabled us to strengthen both our reactive and planned support across the school. Through regular ELSA sessions, pupils benefit from developing a range of strategies (to use within and outside of school) to remain regulated and provides a predictable and consistent opportunity to share their thoughts, feelings and worries. On reviewing this, we can evidence a change in pupil behaviour and attitudes in class and towards their learning as a result of experiencing this ELSA sessions. A significant part of this is the relationships that they develop with their key adult.

As we enter the 2nd year of this 3-year plan, we are on track to meet the objectives set.

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
NumBots	Maths Circle
White Rose Maths	White Rose
Number Sense	Number Sense Maths
Mastering Number	NCETM
Flash Academy	Learning Labs
Infant and Junior Language Link	Speech Link Multimedia Ltd