

Pupil premium strategy statement

This statement details our school’s use of pupil premium (and recovery 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	Little London Community Primary
Number of pupils in school	373
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 – 2026
Date this statement was published	February 2024
Date on which it will be reviewed	September 2024
Statement authorised by	Sam Done
Pupil premium lead	Kelsey Thackray
Governor / Trustee lead	James Rew

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£224,070
Recovery premium funding allocation this academic year	£22,300
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£246,370

Part A: Pupil premium strategy plan

Statement of intent

The proportion of disadvantaged pupils for whom the pupil premium provides support is high. We believe that this proportion would be higher, however many of our families are new to the country, are refugees, or asylum seekers and consequently are not eligible to access benefits immediately. This transience is amplified by the number of pupils who arrive and leave due to bursary international University placements. These families are ineligible in spite of low or no family incomes. The proportion of FSM pupils across school does not align to the significantly high levels of deprivation suggested by ASP and IDACI data.

The proportion of pupils who join and leave the school other than at the usual times is significantly higher than nationally; many children who arrive at school have little or no English, with some not having been to a school in their country of origin.

There are several factors affecting the pupil premium pupils attending our school. Whilst nationally these pupils are referred to as disadvantaged, at Little London we have a significant proportion of pupils who are disadvantaged and

yet have no recourse to public funds. Consequently, this plan will focus on those pupils who are disadvantaged and receive Pupil Premium funding, to both qualify and quantify how these funds are allocated to make a difference.

We believe that one of the biggest barriers for children can be poverty of expectation and so are determined to create a climate that does not limit a child's potential in any way. At Little London we need to invest time and funding in educating our families about the different expectations when they come to a British school, alongside significant work promoting good attendance.

Pupil Premium pupils at Little London lack access to both learning resources at home and wider, fun and educational experiences. We ensure that throughout their time at Little London, Pupil Premium children have regular (at least termly) subsidised opportunities to enjoy stimulating visits, visitors and residentials, and are given time in school to use a wide range of high-quality learning resources, including IT with which each child will be provided with a Chromebook to use at home as well as school. We also provide other resources to help them with home learning.

A significant barrier for many of our pupil premium families are their very poor language skills, some of which simply cannot speak English or read; therefore, these pupils have the potential to miss crucial appointments, meetings and events. We meet these needs to the best of our abilities through a number of strategies; arguably of most importance is a very important induction procedure which pinpoints New to English language support for pupils and their families, both at the point of induction and then subsequently through pupil and adult programmes of support.

A significant proportion of our pupil premium pupils also have one or more Special Educational Needs. This requires additional support, highly skilled teachers and sharply focused management to ensure that multiple needs can be met at the same time. Where these pupils have English as an Additional Language, these can be especially hard to identify.

Due to the significant increase in fuel prices, we recognise that many of our Pupil Premium pupils are likely to experience financial hardship. We envisage that families will struggle to pay these increasing bills without having to cut back on essential items such as food and clothing along with heating and hot water.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged Pupils in Early Years and Key Stage 1 have limited oral language skills which has an impact on their ability to speak clearly and listen
2	Disadvantaged Pupils have limited vocabulary which has an impact on their ability to understand what they have read and write in an engaging way
3	Persistent Absenteeism for disadvantaged pupils needs to remain a focus to ensure that they make progress due to accessing more curriculum and teaching time.
4	A significant proportion of disadvantaged families live locally in high-rise tower blocks, and as a consequence, easy access to outdoor play space is challenging.
5	Deprivation is a significant factor as our disadvantaged families struggle to provide suitable clothing or sufficient food for their children. There has been an increase in requests for suitable clothing and food and gifts at key times such as birthdays and Christmas, suggesting this is a big factor.
6	Disadvantaged pupils have limited access to life experiences characterised by those of more affluent families. They are therefore otherwise unable to apply these experiences to their work and develop their imagination.

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
For disadvantaged children in Early Years to have developed their oracy skills to support their communication and language	<ul style="list-style-type: none"> At the end of reception at least 75% of pupils will achieve ELG in speaking, word reading and writing. WELLCOM half termly assessments will demonstrate rapid progress for all pupils in language acquisition since the start of the programme. Pupils completing Speech and Language programmes, provided by a traded NHS therapist will have achieved all targets set and made rapid progress in a 12-week period.
For disadvantaged children in Key Stage 1 and 2 to have an increased vocabulary to support their reading and writing.	<ul style="list-style-type: none"> Pass rate for Phonics Screening Check in Year 1 are at least in line with National for disadvantaged pupils. The attainment at the end of KS1 for reading in writing for disadvantaged pupils are at least in line with National outcomes. Any attainment gaps in reading and writing between disadvantaged pupils and other with have diminished throughout the year for all year group to at least 5%. At the end of KS2 the VA gap between disadvantaged pupils and other will be within 1.0 for reading and writing
Attendance for disadvantaged pupils, including persistent absenteeism, has increased leading to improved outcomes.	<ul style="list-style-type: none"> Attendance of disadvantaged pupils will be at least in line with national average. Persistent absence for disadvantaged pupils will have diminished. Punctuality of disadvantaged pupils will improve and the number of unauthorised marks they get for lates will have diminished.
Pupils will be afforded the space internally and externally on the school site to explore play based learning, in comfortable, safe surroundings.	<ul style="list-style-type: none"> All play spaces in school have been checked and made safe. Areas of school which require repairs and maintenance have been rectified. Demarcation of play spaces is complete in all Key Stages with a clear focus on experiential learning in EYFS, including supplying new resources. Pupils are given directed time to explore play, disadvantaged pupils make up at least 50% of all extra-curricular activities. Residential trips are heavily subsidised and attended by at least 75% of the disadvantaged pupils in the relevant cohort(s).
For disadvantaged children to be in the best condition to learn both physically and mentally.	<p>The impact of the support around the child is significant in offering bespoke, additional support to the child:</p> <ul style="list-style-type: none"> Pupil Premium pupils will be provided with a healthy and filling breakfast every day through breakfast club or when they arrive to ensure they are ready to learn. School will continue to provide free milk and fruit to all pupils in EYFS and KS1. This catch-all approach will ensure every Pupil Premium pupil has had a piece of fruit and a drink of milk by mid-morning every school day. All disadvantaged pupils are in full, correct and good quality clothing throughout the academic year.

	<ul style="list-style-type: none"> Families have enough food to provide for their children throughout the year. Families will have gifts and food at key points of the year, to celebrate and enjoy together.
For children to apply a wider range of experiences in their work and resilience when facing challenges	<ul style="list-style-type: none"> All disadvantaged pupils will attend at least one educational visit or experience every term. All disadvantaged pupils are targeted to attend extra-curricular activities after school and class registers will demonstrate a majority share of pupils being those receiving the Pupil Premium fund. Pupil voice will demonstrate that disadvantaged pupils have accessed a wide range of extra-curricular activities, including residential.

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: £81000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>'Vocabulary Bust' strategy to be implemented in September.</p> <p>Purchasing reading resources.</p>	<ul style="list-style-type: none"> 'Researchers have found that those who are "rich" in language get richer in knowledge. Those who aren't, have a hard time keeping up and the gap between those who have knowledge and those who don't widens. That's because when you know one thing, it's easier to learn a new thing.' Source EEF Pupil Premium pupils start school with significantly lower vocabulary than those of other pupils through Reception Baseline assessment. 	1 and 2
<p>Ongoing Read, Write Inc. CPD for all staff, to ensure consistent and embedded approach by all.</p> <p>Purchasing RWI resources and online training package.</p>	<ul style="list-style-type: none"> '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 background'. Research carried out by the EEF suggests that phonics is particularly beneficial for younger learning and is more effective, on average, than other approaches to early reading 	1 and 2
<p>Additional teacher, appointed to teach Year 1 and Year 6 to allow the cohort to be taught in three smaller classes.</p>	<ul style="list-style-type: none"> EEF have found that pupils make at least 4 months more progress as the size of a class or teaching groups. It is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. 	2
<p>Easter school revision classes and activities for disadvantaged pupils</p>	<ul style="list-style-type: none"> EEF have found that pupils make at least 4 months more progress as the size of a class or teaching groups. It is suggested that the range of approaches a teacher can employ and the amount of attention each student 	2

	will receive will increase, improving outcomes for pupils.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £29500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to deliver WELLCOM interventions with targeted Reception pupils to develop their language Initial set up and resource package	<ul style="list-style-type: none"> Research has suggested that the screenings provide a more in-depth understanding of children’s language development (in English and in their home language). It also offers support with language development at home. Disadvantaged pupils start Little London with limited oral skills when compared to other pupils. 	1 and 2
Continue to complete speech assessments (traded NHS therapist) and deliver speech and language programmes	<ul style="list-style-type: none"> It has been proven that speech and language support helps children express their thoughts and understand what others are saying to them. It can also improve skills like your memory and ability to solve problems. Speech and language helps children with a range of speech, language and communication needs to achieve and maintain their potential. 	1 and 2
Continue to promote and use the Read, Write Inc. phonics and early reading scheme to develop reading comprehension skills Purchase additional reading material for early readers	<ul style="list-style-type: none"> Reading records have shown that disadvantaged families are less likely to read regularly with their children at home and therefore need a programme that will support them with their reading without the need for an adult. There is some evidence that disadvantaged pupils have particularly benefited from the programme, making an average of 3 months’ additional progress in reading. 	2

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

Budgeted cost: £110250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to celebrate attendance through 100% attendance weeks, regular prizes for pupils and parents, and half termly and termly rewards.	<ul style="list-style-type: none"> Previous evidence has demonstrated that when school hold 100% weeks, attendance increases. Pupil voice has indicated that the pupils enjoy the rewards and there is an element of competition between classes. Through parent voice, it is clear that parents value the shopping vouchers and the 	3

	attendance of disadvantaged pupils is on an upward trajectory.	
Provide children with support in school to talk to a Learning Mentor about their worries and, where necessary, provide bespoke interventions.	<ul style="list-style-type: none"> ● Lesson observations. pupil voice and intervention records show that pupils are more focussed and engaged in learning in class, following regular support from Learning Mentors. ● When pupils do not have worries, they are able to focus on their learning and not become distracted. This therefore results in them making strong progress with their learning. 	5
Ensure that all disadvantaged pupils are provided with the opportunity to go on a residential trip along with subsidised trips.	<ul style="list-style-type: none"> ● Pupil voice has demonstrated that the experience the pupils have during a trip and residential supports them with their learning, due to their imagination being developed. ● Evidence from writing, following a trip and residential, demonstrate that the experience has supported pupils with their learning. 	6
Attendance lead to analyse weekly attendance and arrange meetings to support disadvantaged families where the attendance or punctuality is a concern.	<ul style="list-style-type: none"> ● Having a clear overview of the pupils attendance ensures that any disadvantaged pupils, whose attendance is of a concern, are swiftly identified and supportive factors are put in place for them. ● Evidence shows that the meetings are supportive and there has been a decline in the number of children who are persistently absent. ● A home visit triage system being consistently followed has ensured that we are supporting disadvantaged families and has educated parents on the importance of attending school. 	4
Family support colleague (with a safeguarding background) to work with vulnerable families and improve parental engagement.	<ul style="list-style-type: none"> ● Providing a person as a point of contact ensures all families can access a range of support, guidance and advice where needed. ● A large proportion of Pupil Premium families have benefitted from housing support, financial guidance, employment help and assistance with additional food, gifts and toiletries. ● Weekly coffee mornings have improved relationships with vulnerable families and provides them with an opportunity to liaise with key members of staff, who can offer them additional support. 	3
Carefully chosen attendance prizes promoting home learning and attendance winners trips and visits.	<ul style="list-style-type: none"> ● Pupil voice tells us what type of rewards are most popular with our disadvantaged pupils. By choosing prizes that both appeal and also support their home learning such as stationary, books, electronic tablets for 	3

	<p>homework and even bikes and scooters, which may otherwise be unaffordable, we can incentivise attendance and thus decrease persistent absenteeism.</p> <ul style="list-style-type: none"> ● Evidence shows that attendance of disadvantaged pupils improves significantly during a 100% attendance drive with a significant prize at the end of the week. 	
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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 from 2020 to 2022.

Improving spoken English:

The digital access for home learning has had a significant impact. The progress was evaluated by Bell Trust assessments, feedback from teachers and other attainment indicators such as PIRA, PUMA and GAPS (Rising Stars). In addition, the Chromebook initiative was formally evaluated and supported by Manchester Metropolitan University using surveys and interviews.

Targeted support To remove barriers to learning for disadvantaged groups:

Additional targeted support being put in place had a significant impact on the pupils. The impact of this was evaluated through feedback from class teachers and the target pupils, in addition to the close monitoring of progress, data and pupils' work.

Wider strategies:

The improved pastoral offer, including an Inclusion Officer and Learning Mentors has had a hugely positive impact on the progress and development of disadvantaged pupils. The impact of this is evidenced through increased engagement and participation of pupils, ongoing monitoring and improvement in attendance and behaviour and is also supported by qualitative observations and FFT progress. re

The school funded Pupil Premium Pupils to attend the residential visits. This has provided these pupils with experiences they would not have been able to access. This has developed their self- confidence along with greater independence, better team working and collaborative skills.

All Pupil Premium Pupils have experienced visits and visitors at least termly this year and they have been a priority. The trips have been subsidised from school to ensure they are able to attend which has provided these pupils with experiences they would not have been able to access.

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
Systematic Synthetic Phonics Programme	Read, Write Inc.
Speech, Language and Communication Toolkit	WELLCOM
Speech and Language Development	NHS Traded Speech and Language Therapist

Programmes	
Drawing and Talking Therapy	Drawing and Talking Ltd.