



Pupil premium strategy statement

This statement details how Lyndhurst Infant school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils. This will also be extended until July 2024, when Lyndhurst Infant school will close and become part of a new Primary School, opening September 2024.

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	Lyndhurst Infant School
Number of pupils in school Number of Pupils in the SSC (communication and ASD)	234 mainstream 9 SSC
Proportion (%) of pupil premium eligible pupils	15% (2021) 15% (2023)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022, 2022/23 2023/2024
Date this statement was published	12/21
Date on which it will be reviewed	07/24
Statement authorised by	Jo Halley Assessment & Curriculum Lead
Pupil premium lead	Di South Head Teacher
Governor / Trustee lead	Mark Taylor
Funding overview for September 2023 until August 2024)Detail	Amount
Pupil premium funding allocation this academic year	£39,200
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£22,095
Total Budget for this academic year (September to April)	£61.295

Part A: Pupil premium strategy plan

Statement of intent

Our ambition is that all disadvantaged children at Lyndhurst achieve higher, or in line with, the average of all pupils nationally. We intend to support our young learners both academically and socially so that they can achieve well.

Our ambition is that all pupils, irrespective of their background or the challenges they face, make good progress both socially and academically and that they acquire and learn the skills which will enable them to attain across all subject areas, but specifically in being able to read, write and acquire the numeracy skills needed to build future skills and knowledge.

The focus of our strategy is to support disadvantaged pupils to achieve this goal. This includes progress and challenge for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those with SEND, those known to social care or who live with someone who has poor mental health. Our strategy will also support their needs, regardless of whether they receive funding or not.

Our approach will focus on high quality teaching and learning with a good understanding by adults of how being disadvantaged may impact on how a learner acquires new skills and knowledge. This is done through continuing professional development for all leaders and school staff. Focusing on this high quality teaching approach is proven to have the greatest impact on closing the disadvantaged gap over time. At the same time, it will also benefit the non-disadvantaged learners at Lyndhurst.

Our strategy intends to improve outcomes for both the non-disadvantaged and the disadvantaged. It will also include the plans in place for education recovery after the partial closing of schools due to Covid 19. We are targeting those learners whose learning has been worse effected. This includes our disadvantaged learners.

We will not make assumptions about the impacts of disadvantage but will be responsive to common challenges and individual needs through robust assessments. The approaches we have adopted will complement each other in supporting learners to achieve.

To ensure our approaches are effective we will:

- ✓ Ensure that children are identified early and appropriate intervention put in place in a timely manner
- ✓ Ensure learners are supported and/or challenged

- ✓ Adopt a whole school approach and collective responsibility. Have high expectations and aspirations of all learners
- ✓ Monitor impact of any support or intervention
- ✓ Review our curriculum offer regularly to ensure that it is aspirational for all learners

Challenges

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

Challenge number	Detail of challenge
1	<p><i>Social and Emotional</i></p> <p>Post pandemic – families within the community are struggling. From our FESO work and engagement with social care, we have been able to identify many families that are living in crisis, including financial hardships and mental health needs.</p> <p>We have 57% of families at Lyndhurst who can be identified as “disadvantaged” (EAL, SEND, PP, Known to Children’s services, Vulnerable). These issues can severely impact on a young child’s inability to concentrate and learn. They may also not have the same experiences of enrichment opportunities as their peers. Our children start school at 4 years old and leave when they are 6 or 7. The children starting school in September 2021 have spent half their life time living in challenging times.</p> <p>Our strong commitment to providing wellbeing support through our FESO and Learning Mentors.</p> <p>Some PP learners have limited extra- curricular experiences. Research shows that children’s mental health can be improved by engaging in activities outside the National Curriculum ie Forest and Beach Schools</p>
2	<p><i>Language Deficit</i></p> <p>Observations and assessments demonstrate a language/vocabulary deficit. This deficit is in vocabulary which affects reading comprehension and under developed oral language confidence and skills. At Infant level this may be due to the lack of social interaction over the last 2 years and models of high quality speech and vocabulary are needed by all adults. Engaging in extra-curricular activities can also help to extend disadvantaged learners’ vocabulary.</p>
3	<p><i>Phonics</i></p> <p>On entry data and phonics scores since 2019 have shown that there is a challenge in securing good phonic knowledge – the foundations needed for secure reading and spelling. No year group in school has completed a full academic year of full time teaching due to the Pandemic.</p>

4	<p>Attendance</p> <p>Persistent absence of a few disadvantaged children. Data shows that families with poor mental health need support so that their children attend regularly</p>
5	<p>Maths</p> <p>Disadvantaged learners do not achieve in line with non-disadvantaged learners. This is also linked to language acquisition and practical application of concepts.</p> <p>No year group in school has completed a full academic year of full time teaching due to the Pandemic.</p>

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
That children at Lyndhurst have their social and emotional needs met so that they can achieve and thrive	Children are identified early and support put in place. They engage in the wider life of the school and life outside school. For example, clubs, experience days and Forest and Beach schools
That there is improved oral language and vocabulary for all Lyndhurst learners	<p>The disadvantage gap is narrowing over time within each year group by the end of Y2</p> <p>R gaps continue to be better than National</p> <p>W gaps continue to be better than National</p> <p>Children using vocabulary prompts to support and extend vocabulary ie sentence starters</p>
That all children leave Lyndhurst at the end of Y2 being a reader	<p>Gaps in reading at the end of Y2 are in line or better than National</p> <p>Phonics screener results 2024 are in line/better</p> <p>End of Y2 phonics results 2024 are in line/better</p>
That attendance for all learners is above 95% and that disadvantaged families with persistent absence are challenged and supported to attend.	<p>Attendance for disadvantaged learners at the end of each term is at least 95%</p> <p>Persistent absence is challenged and targets set each half term for improvement</p>
Improved maths skills for disadvantaged learners	Narrowed gaps in Maths at the end of Y2 so better or in line with National

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: £ 17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Embedding dialogical teaching across the school</i></p> <p><i>This will include CPD for all staff and for new and ECT teachers complimenting the ECF</i></p> <p><i>Purchase of resources such as reading books and CPD/release time for staff</i></p>	<p>Strong evidence base that suggests oral interventions and strategies/interventions are inexpensive to implement with high impact on reading ie Echo Reading, Guided Reading, Oral language interventions and Emotional literacy strands</p> <ul style="list-style-type: none"> • https://www.hertsforlearning.co.uk/blog/early-findings-ks2-reading-fluency-project • Rasinski & Nageldinger (2016) The Fluency Factor: Authentic Instruction and Assessment for Reading Success in the Common Core Classroom, Teachers College Press • Heitin (2015) Reading Fluency Viewed as Neglected Skill, Education Week, http://www.ed-week.org • NELI whole class oracy development <p>https://oxedandassessment.com/uk/neli-whole-class/nt -</p>	1,2,3
<p><i>Staff acquire the professional knowledge and understanding to develop their learners metacognitive knowledge</i></p>	<p>Staff to follow Little Wandle Training and to use research based strategies.</p> <p>le Echo Reading strategies, Word Aware etc to close the vocabulary gap</p> <p>Vocabulary and scripts used consistently to support learners who need it</p> <p>the reading framework: teaching the foundations of literacy</p> <p>Maths – ECC interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	1,2,3,5
<p><i>Purchase a DFE validated Systematic Synthetic Phonics</i></p>	<p>https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics</p>	3,5

<p><i>program to secure stronger phonics learning</i></p> <p><i>This includes high quality CPD, Assessment.</i></p> <p><i>Purchasing of resources and books</i></p>	<p>teaching-programmes#list-of-validated-systematic-synthetic-phonics-ssp-programmes</p> <p>This is a whole school initiative but will be phased in. All staff to have training. Y1 children who need an intervention to begin Jan 22.</p> <p>A systematic phonics approach is evidenced as securing good reading and blending skills. This is based on decoding consistently and efficiently but does not focus on developing comprehension skills. Research shows that inability to read impacts on accessing the whole curriculum</p>	
<p><i>Improve the quality of social and emotional learning</i></p>	<p>FESO – works collaboratively with families and outside agencies. Children participate in social and emotional learning opportunities and interventions. Learning mentors support children to access the curriculum</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf</p> <p>Forest and Beach Schools – build resilience, acquisition of real life skills and wellbeing.</p>	4,1

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

Budgeted cost: £ 21,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths	<p>ECC interventions</p> <p>https://everychildcounts.edgehill.ac.uk/tackling-disadvantage/</p> <p>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 approaches</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/954511/Maths_guidance_year_1.pdf</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/954796/Maths_guidance_year_2.pdf</p>	5

<p>Reading /Writing/ Languag e</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://trust.fft.org.uk/</p> <p>Whole class teaching and modelling/scaffolding, Tuition group teaching, Intervention groups – target specific needs and knowledge gaps (identified through assessments). This is an effective way to support low attaining pupils or those falling behind. These are likely to be disadvantaged learners – this also includes learners who are high attainers who may need extra challenge</p> <p>One to One tuition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Small Group tuition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>EEF guidance is based on a range of best available evidence</p> <p>NELI https://oxedandassessment.com/uk/neli-whole-class/</p>	<p>2, 3</p>
<p>Systema tic Phonics teaching and blending techniqu es</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Little Wandle – accredited program</p> <p>https://www.littlewandlelettersandsounds.org.uk/</p> <p>English hub - Southampton</p>	<p>2,3</p>

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

Budgeted cost: £ 23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Behaviour and Relationships</i></p> <p><i>FESO support and Well being work</i></p>	<p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf</p> <p>CPD – Therapeutic Thinking</p>	<p>1</p>

	http://schools.local-offer.org/inclusion/wellbeing-in-west-sussex/wellbeing-charter/therapeutic-thinking-approach/influential-reading/ CPD – Trauma and NME https://www.neurosequential.com/nme	
<i>Attendance</i>	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	3

Total budgeted cost: £61,300

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 2021 to 2022 academic year.

Phonics:

Little Wandle (Validated Phonics Programme) introduced into YR September 2021 and into Y1 January 2022. Whole school approach adopted September 2022

Attendance 2022-23 National 93.8% (PA School 19%, N 19%)

All 94.1%

FSM 90.6%

SEND 93.0% EHCP 92.4%

Vocabulary:

Sentence Starters, topic specific vocabulary taught, experience vocabulary taught and modelled, cultural capital experiences engage and promote vocabulary and speaking and listening skills.

Disadvantaged	Lyndhurst Disadvantaged	Nat Disadvantaged	Lyndhurst Gap	National Gap	Mobility of Year Group
EYFS	75%	52%	+11%	15%	18%
Y1 Phonics	71%	67%	8%	12%	32%
Reading	41%	51%	17%	14%	60%
KS1 Writing	24%	44%	19%	16%	
KS1 Maths	47%	56%	9%	14%	

Early Years

- 14% FSM, 49% are All Disadvantaged
- PP were the highest performing group – 75% GLD
- Speaking - 92% of PP made Expected progress
- 83% of PP made at least expected progress in writing with 58% making accelerated progress
- Building Relationships – 100% of PP made expected progress

Year 1

- 16% were FSM, 18% are Disadvantaged and 60% are all Disadvantaged
- 71% of PP passed the Phonics screener compared to 81% not PP
- 72% of PP made expected progress in Writing
- PP – the gap between PP and not PP in R, W, M is 8%, 15% and 17%

Year 2

- 18% were FSM, 19% Disadvantaged and 69% All Disadvantaged
- Mobility rate 60%
- 83% PP passed phonic screener by end of Y2 compared to 87% Non PP

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

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

- **PP children participate in a series of cultural capital experiences alongside other children. This helps to build vocabulary, confidence and gives access to experiences that they may not have access to. The matrix of experiences includes, Beach and Forest activities, dance, art and craft, cooking, STEM etc. This also helps to build ambition for all.**
- **The Head Teacher has gained accreditation as a Senior Mental Health Lead. Moving forward, this will enable us to gain more understanding of our pupil's needs and develop systems for giving pupils a voice in how we address wellbeing, including co-production with parent/carers.**
- **PP children are also supported by the FESO and Learning Mentors**
- **After school clubs provide 2 free places to PP children, one funded by school and one funded by the club.**
- **Oracy confidence and skill remains a priority. All EYFS staff are undertaking the NELLI whole class training – this will support all learners.**
- **Interventions are in place throughout the day to support PP learners – Early Birds, reading interventions, writing support groups, Maths (ECC) and Play Therapy**