

Pupil premium strategy statement – Lantern Academy

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	119
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Michelle Skidmore
Pupil premium lead	Michelle Skidmore
Governor / Trustee lead	Christine Ballinger

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,790
Recovery premium funding allocation this academic year	£7,540
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£84,330

Part A: Pupil premium strategy plan

Statement of intent

The ultimate objective is to close the attainment gap between our disadvantaged pupils and their peers, especially in phonics, reading and writing. In order to achieve this, we must identify the barriers to learning and the challenges that our disadvantaged pupils face and put in place provision and support to enable all pupils, irrespective of their background, to make good progress and gain a good level of attainment.

We expect that all disadvantaged pupils will play a full and successful part in the academic curriculum and wider school community and can participate in and receive the same opportunities as their peers. As part of this, it is essential that we work closely with families to ensure that attendance of all pupils is good so that they are able to gain access to the full school curriculum offer and that their progress and attainment are not hindered by their attendance.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, family support worker or are young carers as well as those who have Special Educational Needs and Disabilities (SEND).

It is vital that all children receive Quality First Teaching (QFT) and through this, that disadvantaged pupils receive focused and targeted provision to close the attainment gap.

To achieve these objectives, the Academy will focus the grant expenditure based on the EEF recommendation of adopting a 'tiered approach' to ensure that we improve teaching to promote consistent QFT for all pupils, provide targeted intervention to groups and individuals of identified pupils requiring additional support and enable disadvantaged pupils to gain wider experiences and opportunities beyond the academic curriculum.

Within this approach, we will identify, through data analysis and staff, pupil and parent feedback the needs and challenges faced by our disadvantaged pupils and will plan approaches which are evidence-based to complement the identified issues. We will adopt a whole school approach whereby all staff take responsibility for the outcomes of disadvantaged pupils by intervening early through robust data analysis in order to raise awareness, raise expectations and raise aspirations for our pupil premium pupils.

Our strategy is also integral to the wider school plans for educational recovery. We continue to monitor the impact of COVID and use the recovery grant to target support for those pupils whose education has been worst affected, including 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	Baseline data, assessments and observations identify a gap in pupils' speech, language and communication skills which will, in turn, impact on their attainment in Literacy skills.
2	40% of disadvantaged children passed their phonics screening check in 2022/2023 and they are not securing in transferring the skills learned in phonics lessons into reading and writing. This cohort currently has 25% on track to achieving EXS+ in reading and 25% on track to achieving EXS+ in writing
3	Assessments show a disparity between the attainment of disadvantaged pupils and their peers in all core subjects but more significantly in reading and writing. Statutory assessments in KS1 show that 50% of disadvantaged pupils did not achieve EXS+ in reading, writing and Mathematics.
3	Data shows that there is a higher proportion of pupil premium pupils who are deemed vulnerable (requiring support from social workers or early help) than their peers. 89% of the caseload - those on CP, CIN and EH support) are PP and 69% of pupils being 'monitored' are PP. This shows that our disadvantaged pupils and their families require more support in gaining support and access to early help and additional support from both the Academy and external agencies.
5	There is a higher proportion of disadvantaged pupils with SEND compared to non-disadvantaged pupils. 53% of PP pupils have SEND and 64% of SEND pupils are pupil premium.
6	Attendance is below national average. There has been an ongoing gap in the attendance among disadvantaged pupils and their peers. The gap has, and is, closing however attendance remains below national standards and will impact on attainment and progress due to the amount of learning time missed. In the academic year 2022-2023, the attendance of disadvantaged pupils was 91.36%.
7	High levels of deprivation, 65% of pupils in the lowest 0-10 deprivation and 17% in the lowest 10-20 deprivation, mean that many of our pupil premium pupils have very limited life experiences and opportunities and has potential to result in low aspirations. This is evident through pupil and parent feedback also.

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
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<p>Improve speech, language and communication skills.</p>	<p>Assessments and observations through WellComm and Talk Boost indicate significantly improved speech, language and communication skills. This should also have been evident in assessment of literacy skills through whole school monitoring of book trawls, learning walks and pupil progress meetings.</p> <p>The percentage gap of pupil premium vs non-pupil premium pupils meeting age related standards of speech, language and communication skills (green) will close.</p>
<p>Improve reading attainment for pupil premium children.</p>	<p>EYFS data to show an improvement in disadvantaged pupils achieving expected levels of attainment in word reading from baseline to end of year outcomes.</p> <p>KS1 phonics screening outcomes show an increase in percentage of pupil premium pupils achieving the required pass mark.</p> <p>The percentage gap of pupil premium vs non-pupil premium pupils achieving the pass mark for the screening will close.</p> <p>KS1 and KS2 reading assessments show an increase in outcomes for disadvantaged pupils.</p>
<p>To reduce and sustain the number of pupil premium pupils requiring additional support from social workers and the early help process.</p>	<p>Number of disadvantaged pupils receiving support through Child Protection, Child In Need or Early Help plans are reduced as a result of sustainable support implemented.</p> <p>The percentage gap of pupil premium vs non-pupil premium pupils requiring additional support from social workers and family support workers will narrow.</p>
<p>To provide targeted provision for all pupils with SEND, particularly our disadvantaged pupils.</p>	<p>All SEND pupils to have identified targets to support progress and attainment.</p> <p>Provision map shows effective use of evidence-based interventions across the school.</p> <p>Monitoring including learning walks, book trawls and pupil progress meetings identify 'good' quality first teaching across the school which meet the needs of all learners, especially those who are SEND and pupil premium.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly those who are disadvantaged.</p>	<p>The attendance gap between disadvantaged pupils and their non-disadvantaged peers will continue to improve.</p> <p>Attendance for PP children will at least 95.0%.</p>

<p>To raise pupil aspirations by increasing life experiences and opportunities for all pupils, particularly for those who are disadvantaged.</p>	<p>All children will receive at least 1 term of weekly swimming lessons during their school life and the attendance of pupil premium children is in line with non-pupil premium children.</p> <p>Pupils will have the opportunity to attend at least one residential visit during their school life and the attendance of pupil premium children is in line with non-pupil premium children.</p> <p>Pupils will have the opportunity to experience one educational visit/experience per term and the attendance of pupil premium children is in line with non-pupil premium children.</p> <p>Disadvantaged pupils with additional roles and responsibilities in school (including school council, prefect, safeguarding squad) is in line with non-disadvantaged pupils.</p> <p>All pupils will receive specialist cricket coaching for one term and then specialist music teaching weekly for the entire academic year to access a high-music curriculum. In music pupils from years 2 – 6 will work towards achieving a certificate of qualification at the end of each academic year.</p>
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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: £35,452.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide smaller class sizes in Y6 We will fund an additional teacher to enable single year group class in Y6 and reduce the class size here.</p>	<p>Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller. It enables teachers to have higher quality interactions with pupils and</p>	<p>3, 5, 7</p>

	<p>provide them with higher quality and quantity of feedback.</p> <p>Reducing class size EEF (educationendowmentfoundation.org.uk)</p>	
<p>Recruit key specialist PE coaches and music teachers to provide pupils with a high quality PE and Music curriculum taught by specialists</p> <p>Fund the Chance to Shine Cricket and 'Rock-It' Music Tuition sessions.</p> <p>Adopt a school – Royal School of Culinary Arts, cook with a chef</p> <p>£950 (Chance to Shine Cricket) £1156.50 x 3 (Rockit Music) £142.50 (£427.50) Total £4847.00</p>	<p>To ensure all children benefit from a stimulating arts education. Learning to play a musical instrument is associated with improved wider educational outcomes for children, from their early years through to secondary school.</p> <p>Cook once per term with a Michelin Starred chef.</p> <p>Arts Education Review.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	7
<p>Enhancements of our curriculum planning and teaching to ensure QFT teaching for all.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access CPD through the Trust, Local Authority English Hub and other training providers and disseminate to other</p>	<p>Supporting QFT is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap and the EEF report identifies key aspects to ensuring that continuous professional development (CPD) is designed, built and embedded to the needs of the school.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4, 5

practitioners accordingly		
£23,905.68 (100% HLTA cover - possibly indirectly).		

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

Budgeted cost: £7540

Activity	Evidence that supports this approach	Challenge number(s) addressed
Y2 1:1 tuition delivered By an experienced teacher	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	8 pupils
Y5 1:1 tuition delivered by an experienced teacher	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	8 pupils
Y6 1:1 tuition delivered by an experienced teacher	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	13 pupils

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

Budgeted cost: £41,337.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support from LCT attendance	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	All children with a more focussed approach to

£10,000		the PP children
Attendance Rewards £500	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	All children with a more focussed approach to the PP children
Employment of a Lead Family and Child Support Officer £20,503	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies	All children with a more focussed approach to the PP children
Attendance administrator £7834.50	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	All children with a more focussed approach to the PP children
Termly behaviour rewards £1500	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	All children with a more focussed approach to the PP children
Behaviour reward shop £1000	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	All children with a more focussed approach to the PP children

Total budgeted cost: £71,680.50

A surplus has purposely been left due to the announcement of pay rises for both teachers and support staff

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Primary schools did not need to publish their 2022 key stage 1 or 2 results as DfE is not publishing that data.

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

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils