

Latchmere School 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	Latchmere School
Number of pupils in school	782
Proportion (%) of pupil premium eligible pupils	13.81% (4.94% of which is Service Pupil Premium)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Anna Steels
Pupil premium lead	Anna Steels
Governor / Trustee lead	Hollie Lawrence

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 120,215
Recovery premium funding allocation this academic year	£14, 358
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	£ 134, 573

Part A: Pupil premium strategy plan

Statement of intent

At Latchmere School, our Pupil Premium vision is to ensure all children, however financially disadvantaged, will have the support to be successful learners, achieve high expectations and leave primary school prepared for the next steps of their education and the future. We believe that the focus is on the needs of pupils, not labels and that each child should be supported as an individual. We focus on the improvement of learners over time through the emphasis on excellent teaching and learning, strong pastoral care and our PPG strategy being aligned with our school development plan.

We strongly believe that high quality first teaching is essential to the achievement of all pupils. Our approach works alongside the recommendations from the Education Endowment Foundation in that it promotes:

-Quality first teaching strategies and best practice

-Additional time and support to allow all children to achieve and succeed

-Wider strategies including a range of extended learning opportunities so that children can participate, achieve and enjoy their education and all that school can offer

As a school we recognise that each child who is entitled to the pupil premium grant is an individual and a one size fits all model cannot be used. Our Pupil Premium Grant supports children from disadvantaged backgrounds (7.8%) and service families (4%). Each child is unique in their needs and abilities and therefore the support provided by the school needs to be bespoke and appropriate for the child. Our overall aim in using the pupil premium grant is to narrow the attainment gap with their non-disadvantaged peers nationally and to extend their opportunities and experiences.

Challenges

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

Challenge number	Detail of challenge
1	Some of our pupils start Latchmere with underdeveloped oral language skills and vocabulary gaps. This is mainly due to lack of exposure.
2	Assessments and observations have suggested our pupil premium children have greater difficulties with phonics than their peers, which negatively impacts their development as readers

3	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing. This is primarily due to writing being a more challenging subject to teach remotely, where writing stamina has been less developed and the ability to work alongside peers to develop ideas. We have only seen this subject area decline as a direct impact of COVID.</p> <p>Alongside this, Latchmere Schools most recent Ofsted (2019) highlighted the need to sharpen leaders' analysis of the impact of the different strategies and actions taken to improve the outcomes of disadvantaged pupils.</p>
4	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional barriers for many pupils, notably social interaction skills. Many of these families being multiply disadvantaged. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>4.94% of the school population come from service families due to the local Ministry of Defense housing. These pupils can have high mobility rates and often benefit from additional well-being support.</p>
5	<p>Our attendance data indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils and they are persistently absent at a higher rate.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
6	<p>Many of our disadvantaged pupils enter school with limited wider experiences and cultural capital. This is further compounded by pupils accessing less after school clubs which offer a range of experiences and broaden children's horizons.</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
Improved oral language skills and vocabulary among disadvantaged pupils	<p>Observations show significantly improved use and understanding of vocabulary</p> <p>Children are retaining tier 2 and 3 vocabulary and this is evident in pupil voice and book scrutinies.</p>

	<p>Pupils' verbal skills and use of vocabulary will improve and this will be evidenced in opportunities to discuss, speak, present and perform.</p> <p>Reading results improve as a result of improved access to vocabulary and comprehension.</p>
Improved phonics and reading outcomes among disadvantaged pupils	<p>KS1 phonics outcomes in 2024/25 will show that more than 90% of disadvantaged pupils met the expected standard</p> <p>KS2 reading outcomes in 2024/25 will show that more than 80% of disadvantaged pupils met the expected standard</p>
Improved writing attainment for disadvantaged pupils at the end of KS2	<p>KS2 writing outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard</p>
To achieve and sustain improved well being for all pupils in our school, particularly our disadvantaged pupils	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations • An increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged including our number of persistent absentees	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Attendance for disadvantaged pupils to be at least in line with national average for all pupils • Attendance for disadvantaged pupils to be line with their peers • The percentage of persistent absentees to decrease and fall below national average
The number of disadvantaged pupils attending after school clubs increases.	<p>Sustained high attendance at after school clubs from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • An increase in the number of pupils entitled to PPG accessing clubs. •

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: £67,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic reading assessments	The diagnostic reading assessments provide teachers with reliable data to show specific strengths and weaknesses so we can ensure they receive the correct intervention or additional support to close the gap.	2
High quality teaching assistants deployed as additional teaching and wellbeing support	<i>Given that SEN pupils and low-attaining pupils are more likely to claim Free School Meals (FSM)¹. TAs also work more closely with pupils from low-income backgrounds.</i> At Latchmere, we use the skillset of our TAs to specifically support the right year group, meeting the needs of the children and providing targeted individual support.	1,2,3,4
National College CPD subscription for all staff	<i>'High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.'</i> EEF The EEF recognises the importance of good quality CPD and that it should be prioritised. The online training the national college provides is good quality, but also allows all staff to be trained from any location. Given the current circumstances (COVID), this has been incredibly beneficial in improving knowledge and practice.	1,2,3,4
<i>Purchase of a DFE validated Systematic phonics programme (Little</i>	<i>'Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'</i> EEF	1, 2

<p><i>Wandle) and supporting texts, to secure stronger phonics teaching for all pupils.</i></p>	<p>Strong phonics approaches indicate a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p>	
<p><i>Whole staff CPD on the teaching of reading</i></p>	<p>As stated in the EEF guidance report for literacy, reading comprehension and strategies need to be explicitly taught and modelled. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>2, 3</p>
<p>CPD on writing</p>	<p>Further writing CPD to build on the planning, drafting, revising, editing and publishing process. English lead will also provide further support for the modelling of writing composition strategies and ensuring this is of the highest quality.</p> <p>EEF guidance report on improving literacy https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>3</p>
<p>QFT training – CPD over the next 2 years to develop high quality teaching using Rosenshine’s principles</p>	<p>Quality first teaching is essential for the progress and attainment of all pupils including the disadvantaged. At Latchmere, we want to spend the next 2 years upskilling our teachers to ensure our teaching is of the highest standard and based on research evidence. Therefore, the school will be developing a training programme for staff using Rosenshine’s principles to further improve and enhance teaching.</p>	<p>1,2,3</p>
<p>Whole school vocabulary approach including staff training</p>	<p><i>‘Language provides the foundation of thinking and learning and should be prioritised’ – EEF</i> <i>‘There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.’</i></p> <p>Therefore, it is highly important, particularly for the context of our school, that vocabulary and language is developed appropriately across the school.</p>	<p>1</p>

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

Budgeted cost: £ 28,173

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional 'keep up' phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p><i>'It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.'</i> EEF</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils. Our daily timetabled 'keep up' sessions are matched to the gaps in children's knowledge, to ensure no child falls behind.</p>	<p>1, 2</p>
<p>School led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers An additional adult has been employed to support Y6 and instant afternoon interventions</p>	<p>Tuition that has been specifically targeted based on gaps in knowledge following the pandemic.</p> <p>Latchmere are using known school staff, that have the skills and expertise in the subjects they are tutoring in. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching,</p>	<p>1,2,3</p>

Targeted interventions using A.I system Century for KS2	is likely to be a key component of an effective PPG strategy – Education Endowment Foundation	
The creation of a new assessment system for the school. This will allow teachers and SLT to use assessment more effectively and monitor progress efficiently of all students.	In order for all our teachers to effectively monitor progress, analyse it and target academic support to improve the outcomes of disadvantaged pupils, it is important they have the most effective tools to use in terms of assessment and monitoring. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving is key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending – Education Endowment Foundation	2,3

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

Budgeted cost: £ 39,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving school attendance advice.	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Emotional Literacy Support Assistant (ELSA)	<i>'Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life' EEF</i> We have a trained member of staff who provides ELSA sessions across the school. This is essential to supporting some of the complex issues our children are facing and has increased due to the pandemic	1 ,2 3, 4, 5
Leader of Emotional Wellbeing	We have employed a leader of emotional wellbeing to support our children and families, especially	1, 2, 3, 4, 5

	since seeing an increase in need regarding emotional wellbeing and mental health.	
Clubs and residential support	<p>We aim to provide all pupil premium children with a space at an extracurricular club as we recognise that learning goes beyond the walls of the classroom. We also want to provide opportunities they may not receive outside of school. We have a wide range of free clubs so allow all children, regardless of parental income, to take part.</p> <p>We aim to support payments for residential trips so that all children have the opportunity to develop their team building skills, social skills, resilience, problem solving and have high quality outdoor learning opportunities.</p>	1, 2, 3, 4, 5, 6
Breakfast club	<p>To support parents and families, and help attendance and punctuality, we offer funded spaces at Breakfast Club where appropriate.</p> <p>This ensures they can arrive at school and have a healthy breakfast followed by extra-curricular activities. This means that pupils are feeling physically and emotionally prepared for learning.</p>	1, 2, 3, 4, 5, 6
Parental engagement	<p><i>'Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with academic outcomes.'</i> EEF</p> <p>We are aiming to develop our approach to parental engagement. This includes providing learning support workshops, coffee mornings, service family coffee mornings, SENDco time, involvement with our Emotional Wellbeing Lead and working with professionals in the borough to meet the needs of our families.</p>	1, 2, 3, 4, 5
Contingency for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified	1, 2, 3, 4, 5 £1000

Total budgeted cost: £134, 573

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.

Underdeveloped oral language skills and vocabulary gaps.

Staff have received training on the priority and use of tier two and three vocabulary. This can be seen in the knowledge organisers that are used throughout the school for history, geography and science. In Reception, there are adapted knowledge organisers so that the language and concepts are accessible. These have helped the teachers to prioritise subject specific language used in lessons. In whole class reading lessons, vocabulary is established, taught and referenced during the lesson. The teachers used a range of strategies to practise the identified vocabulary such as choral and echo reading.

In the EYFS, the text used as a stimulus has been very carefully chosen to develop vocabulary and close the language acquisition gap. The text might develop specific vocabulary, expose the pupils to repetitive refrains or offer complex syntax. In EYFS, 75% of all pupils achieved GLD. 67% (8 of 12 pupils) of disadvantaged children achieved a good level of development, in line with national average. Whilst this is in line with national average, we will continue to prioritise closing this gap.

By following the Little Wandle phonics and early reading programme, each child receives three reading sessions a week in Reception, Year 1 and Year 2. This ensures the children are exposed to age appropriate vocabulary regularly and systematically.

Learning walks, subject specific monitoring and book looks support this development.

Phonics

A new phonics scheme, 'Little Wandle Letters and Sounds' was implemented in 2021. All staff received training. The phonics lead receives additional training which is then cascaded to staff. All teaching assistants have completed the necessary training modules and phonics workshops were offered to parents in the Autumn Term.

In Year 1, 82% passed the phonics screening check. 79% (11 children) of PPG children passed the phonics screening test. The remaining 21% (3 children) will continue to have phonics intervention in Year 2. Daily keep up sessions are designed to ensure children do not fall behind. A robust assessment system ensures children are quickly identified and offered daily keep up. Children in Year 3 and 4 who were not at the expected standard, received additional phonics support from an expert reading teacher. A longer-term catch-up programme was also implemented and targeted PPG children. An external review, monitoring and phonics trackers suggest good fidelity to the programme.

Reading is at the heart of the curriculum. Investment was made to improve the quality of books in classroom reading areas. Sets of non-fiction texts were purchased to support reading and vocabulary development for KS2. This ensured all children were exposed to high quality reading matter.

Writing and Interventions

To improve writing stamina, we focussed on developing fluent handwriting. A whole school system was put in place to teach correct pencil grip, sitting position and book position before the children started writing. This set the expectations for all lessons. An order of teaching the joins was created and teachers taught handwriting four times a week. Teachers were given training and the same formula for the lesson was applied across the school.

Interventions were closely monitored by senior leaders and subject leads to ensure impact was swift. PPG children who were not at the expected standard for reading were heard read daily with their book choices being guided by the teacher and closely monitored. The greatest progress was seen in Year 5 who applied this system most effectively as observed by the English lead.

A whole class strategy called 'Writing Challenges' was introduced in 2022. This was designed to increase technical accuracy and embed a range of grammatical features to ensure consistency. The impact was greater understanding of sentence writing, in particular, concept of a sentence.

Social and emotional barriers

Children were identified who required additional social and emotional support and an ELSA trained member of staff worked with these children on a weekly basis. This teacher developed excellent relationships with the children. Nurture groups and lego therapy operated for reception aged children and this focused on developing skills such as turn taking, speaking in a group and social play. This also benefited our service families. Service families received social and emotional support through coffee mornings, a school information brochure, welcome packs, wow boxes and additional transition arrangements.

Zones of Regulation were introduced in 2021 across the school and continued in 2022. This was helpful for many PPG children to have a system which identified the emotion and helped them to manage it. Displays were created in every classroom and in corridors.

Attendance

PPG attendance at Latchmere was 90.9%. Whole school attendance was 94.61%. There were cases of persistent absenteeism which impacted attendance data. This was addressed by working closely with families including phone calls home from office staff and SLT, class teachers discussing attendance at parents' evenings and involvement of the EWO. Attendance of PPG pupils was carefully monitored throughout the year. The gap had closed to 3% in 2021-22 in comparison to 2018/9 (pre-covid) where the gap was 5.4%. Then, in 2022-23 the gap was 3.71%, a marginal gain.

Attendance remains a key overarching priority for this strategy. A strategy called 'Attendance FOMO (fear of missing out)' was introduced in 2022. This involved the class teacher 'selling' their curriculum offer and focusing on certain lessons and activities throughout the week and informing the children of what they were so that they would want to attend school.

Wider experiences and cultural capital

All PPG children were offered free clubs each term. A wide range of clubs was offered including sport, chess, art, construction and cooking. Priority for club places were given prior to the main school offer. Places at holiday camps were also offered. 38% took up the offer of a club in the Autumn Term, 53% in the Spring and 58% in the Summer term. 30% of PPG children attended breakfast or after school club. Yr6 children who are PPG also attended booster revision sessions in the spring term leading to 65% of PPG children in yr6 reaching the expected standard for reading.

Other curriculum developments also benefited PPG children such as joining in with an archaeological dig as part of the study of the Maya in year 4 for example or the drama production

in year 6. Sets of non-fiction books were also purchased to complement the wider curriculum. This supported the development of tier 3 vocabulary and exposure to high quality knowledge content.

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include:

- Embedding effective practice around marking and feedback. The EEF demonstrates that feedback has high impact for pupils, particularly disadvantaged pupils.
- Further development in the area of Quality First Teaching using Rosenshine's principles.
- Reviewing and relaunching parent engagement.

Reviewed December 12th 2023

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
Little Wandle Phonics revised	Little Wandle Letters and Sounds
Diagnostic Reading Analysis	Rising Stars
Mathletics	
Timestable Rockstars	
Century	
Spellzone	