

## Pupil premium strategy statement

This statement details our 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.

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	Lampard Community School
Number of pupils in school	130
Proportion (%) of pupil premium eligible pupils	51%
Academic years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021 – 2022 2022 – 2023 2023 – 2024
Date this statement was published	1 <sup>st</sup> December 2021
Date on which it will be reviewed	30 <sup>th</sup> September 2022
Statement authorised by	Sam Barham
Pupil premium lead	Jennie Harvey
Governor / Trustee lead	Elaine Penfold

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,490
Recovery premium funding allocation this academic year	£21,750
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£90,240

## Part A: Pupil premium strategy plan

### Statement of intent

*All students at Lampard Community School all students have an Education, Health and Care Plan (EHCP) for complex needs and difficulties with communication and interaction including speech, language and communication/and or autism.*

*We have high expectations for all students in our school, and believe that with high quality teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can fulfil their individual potential. In order to do this, we engage in a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning. We provide rich and varied opportunities within our EMPOWER curriculum, which makes a significant contribution to students' outcomes so that children are engaged and motivated to achieve well both now and in the future.*

*Key interventions and approaches are adopted on a whole school level and are not only restricted to students eligible for the Pupil Premium. Some specific interventions and school initiatives are made possible by allocating the Pupil Premium and/or Recovery Premium funding. Our strategies target the individualised needs of our students in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who not eligible for the Pupil Premium.*

*School leaders at Lampard Community School are committed to ensuring that all disadvantaged students receive teaching which is at least good in every lesson and that disadvantaged children making less progress than their peers with similar starting points, receive frequent intervention and daily support.*

*Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating our Pupil Premium Funding, we have analysed our internal data thoroughly and have made use of a range of research, including that provided by the [Education Endowment Foundation](#) and the [Council for Learning Outside the Classroom](#). Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.*

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>All students have an Education, Health and Care plan (EHCP) for complex needs and difficulties with communications and interaction. All are working significantly below age related expectations.</b></p> <p>Cognition: PP children have knowledge gaps within English and Maths. Many find it difficult to retain/recall prior knowledge due to cognitive delays and disorders or working memory difficulties and processing.</p>
2	<p>Language and Communication: Students have poor receptive and expressive language skills. They have speech and language difficulties and many also have a lack of exposure to a wider range of vocabulary. This understanding of language can make them more vulnerable when online.</p>
3	<p>Limited life experiences: Students have limited life experiences beyond their home and immediate community. This is sometimes due to their sensory and/or physical needs which impact on their behaviour, understanding and in accessing learning environments. Students may also have limited access to books, libraries and technology.</p>
4	<p>Low emotional wellbeing: Some students in receipt of PP funding have social and emotional difficulties which impact on their ability to interact with other students and to engage in social situations. They require support in understanding and managing their own feelings and emotions inside and outside the classroom and this can lead to low levels of emotional wellbeing.</p>
5	<p>Lower attendance: Some PP students show low attendance and higher rates of persistent absenteeism.</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
<ul style="list-style-type: none"> <li>Disadvantaged pupils make at least expected progress from their individual starting points in all areas of curriculum and especially in Phonics, Reading, Writing and Maths.</li> <li>The gap is narrowed in the progress and attainment of PP and non-PP children.</li> </ul>	<ul style="list-style-type: none"> <li>Those students making less than expected progress are supported and tracked closely to ensure they make better progress and recover lost learning.</li> <li>Children who need to make accelerated progress, receive targeted high-quality intervention which is monitored by school leaders.</li> <li>Students have regular opportunities to rehearse, practice and consolidate key skills in phonics, reading, writing and maths.</li> <li>Support staff and class teachers support learning effectively using Assessment for Learning strategies to identify and address learning gaps and misconceptions.</li> <li>Additional intervention sessions take place based on gaps in learning and with reference to previous attainment data.</li> </ul>
<ul style="list-style-type: none"> <li>The language deficit for students in receipt of pupil premium funding is diminished.</li> <li>Students are fully supported in school by a Total Communication approach.</li> <li>Students develop skills in critical thinking and are safer online.</li> <li>A reading culture that ensures all pupils read regularly and develop a love of books is embedded throughout the school community.</li> </ul>	<ul style="list-style-type: none"> <li>All students are assessed to ascertain their Blank Language Level.</li> <li>All students are exposed to tier 1, tier 2 and tier 3 vocabulary throughout the curriculum and supported to understand meaning.</li> <li>All students receive ongoing, targeted speech and language support from a qualified therapist to develop critical thinking skills and language development.</li> <li>Learning resources are appropriately differentiated and teaching and learning is supported by a Total Communication approach across the school.</li> <li>ICT and PSHE curricula support online safety objectives linked to students' levels of understanding.</li> </ul>

	<ul style="list-style-type: none"> <li>• National Online Safety resources are used effectively by students and their families.</li> <li>• All staff are trained in supporting language needs.</li> <li>• Students read regularly at school and at home. They have access to high quality books for individual and guided reading.</li> <li>• Consistent implementation of excellent practice and high expectations across the school for phonics and reading.</li> <li>• Increased % of PP pupils are making expected or better progress across the school in phonics and reading.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>All students are exposed to a breadth of experiences that enable them to contextualise their learning.</i></li> <li>• <i>Students love learning and have full access to our engaging, broad and balanced EMPOWER curriculum.</i></li> <li>• <i>All children access appropriate Future Fridays activities linked to the Preparation for Adulthood framework.</i></li> <li>• <i>All children have access to appropriate technology to support their learning.</i></li> </ul>	<ul style="list-style-type: none"> <li>• The EMPOWER curriculum provides students with an exciting, varied curriculum which meets their needs.</li> <li>• Teachers and support staff will plan a wide range of curriculum visits, WoW events (including visitors) and Learning Outside the Classroom experiences to inspire and enhance learning and make it memorable and functional.</li> <li>• Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day.</li> <li>• All children have access to Numbots, Discovery Education and Lexia at home and in school.</li> <li>• Students are provided with the technology they need to support access to the curriculum, both at school and at home.</li> <li>• Children are given regular opportunities to change their reading and/or school library book.</li> <li>• During periods of home learning, the offer is both personalised and linked to the current topic and their Personal Learning Goals to support the link between home and school and to enrich the children’s holistic learning experiences.</li> <li>•</li> </ul>

<ul style="list-style-type: none"> <li>• <i>All students will work towards the three drivers in our EMPOWER curriculum and develop good levels of skill in their communication, independence and emotional wellbeing.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Children know and understand the meaning of the drivers in our EMPOWER curriculum. Staff teach and model the skills of communication, independence and emotional wellbeing.</li> <li>• Children demonstrate these skills throughout the school day and in their lives outside of school.</li> <li>• Support staff are using the Maximising the Impact of Teaching Assistants (M.I.T.A.) model effectively to challenge and guide children without creating an over reliance on adult support.</li> <li>• Opportunities for Learning Outside the Classroom within the Preparation for Adulthood framework, including Future Fridays, are used effectively to develop key skills.</li> <li>• Mental Health champions in school are used effectively to support the emotional wellbeing of all.</li> <li>• The Mindfulness in Schools programme is in place across the school and students are supported with strategies to help them self-regulate.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>All disadvantaged pupils will meet national expectations for attendance and persistent absence.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (96+%).</li> <li>• Monitoring of attendance by the Care and Safeguarding lead, the Head Teacher and DCC Education Welfare Officers brings about an increase in PP students' attendance and a decrease in persistent absence.</li> </ul>

## 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: £25,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Engagement in CPD including Maths and English Hubs (cost of cover and resources), whole staff training in Phonics, Reading, Writing and Maths</i>	Evidence from Education Endowment Foundation (EEF) – Teaching and Learning toolkit Internal stakeholder data Diagnostic assessments	All
<i>Role of the Pupil Premium Lead</i>	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach to spending	All
<i>Subject Leadership Time (cost of cover)</i>		

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

Budgeted cost: £32,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional support for children requiring intervention (1:1 and small group support) delivered by TAs and STAs</i>	Evidence from Education Endowment Foundation (EEF) – Teaching and Learning Toolkit: - Individualised instruction = +4 Months - One-to-one tuition = +5 months - Metacognition & self-regulation = +7 Months - Small group tuition = +4 Months - Teaching Assistant supervision = +4 Months.  Standardised diagnostic assessments	1, 2, 3, 4

<i>Additional Speech and Language support</i>	EEF - Oral Language Interventions = +6 Months  TALC diagnostic assessments (Blank Language Levels)	1, 2
<i>Additional Total Communication support</i>	EEF - Individualised instruction = +4 Months  Internal behaviour data, student voice	1, 2
<i>Physical resources to support Phonics, Reading Comprehension, Maths</i>	EEF - Reading Comprehension Strategies = +6 Months - Individualised Instruction = +4 Months - Phonics = +5 Months  Internal data – engagement, student voice	1

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

Budgeted cost: £33,070

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Learning Outside the Classroom, including curriculum trips, Future Fridays and enrichment opportunities</i>	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Arts Participation = +3 Months Metacognition and self regulation = +7 Months  Evidence from the <a href="#">Council for Learning Outside the Classroom (LOtC)</a> : Studies show LOtC ‘addresses educational inequality, re-motivating children who do not thrive in the traditional classroom environment, such as those from disadvantaged backgrounds or with Special Educational Needs.’  Internal data – engagement, student voice	ALL
<i>Mindfulness in Schools project</i>	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Behaviour interventions = +4 Months Social and emotional learning = +4 Months	1 and 4

	<p>Evidence from the <a href="#">Mindfulness in Schools project</a>:</p> <p>‘Mindfulness... helps the young to self-regulate more effectively, manage impulsivity and reduce conflict and oppositional behaviour. It helps to develop a greater awareness of relationships and how to manage them (including difficult ones at home), as well as offering a richer understanding of things like self-esteem and optimism.’</p> <p>Internal behaviour data</p>	
<i>Engagement with Devon Education Welfare Service</i>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.</p> <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement = +4 Months.</p>	5
<i>Provision of subscriptions to online learning programmes and provision of targeted technology</i>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.</p> <p>Internal data – feedback on Home Learning offer, student voice, case studies</p>	1, 3, 4

**Total budgeted cost: £90,240**

## 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 2020 to 2021 academic year.

Desired Outcome	Impact
To ensure every student has access to an appropriate Maths curriculum	The Maths curriculum has a clear intent, implementation and impact model. Medium Term Plans are in place to ensure all teachers have access to high quality plans which are clearly sequenced and build on prior learning. Our Calculation Policy is used by all teaching staff to ensure all students benefit from the concrete-pictorial-abstract approach. All PP students make good or better progress in Maths.
To ensure every student has access to an appropriate English curriculum	The English curriculum has a clear intent, implementation and impact model. Medium Term Plans are in place to ensure all teachers have access to high quality plans which are clearly sequenced and build on prior learning. Our Access to Reading Policy is embedded across the school. Every class has a reading corner to embed a love of reading. The school library is well used and well resourced. Our enhanced subscription to Devon Schools Library Service allows students to have access to books at their level and matched to their particular interests, even during Lockdowns. All students have access to quality first wave phonics teaching and reading sessions, all PP students make good or better progress in phonics and reading.
To train staff in the pedagogy of using technology to support teaching and learning.	Teachers plan effectively for the use of technology to support both teaching and learning. Medium Term plans in all subjects highlight quality websites, apps and resources to aid all students' engagement. All students and their families are supported in accessing the technology required to support remote learning and all PP students are able to learn remotely (targeted to their SEN needs). Remote Learning is therefore well supported during the Pandemic. Parent surveys show that remote learning is effective and matched to students' individual needs. Our PSHE curriculum has emphasis on online safety to ensure our students are protected from online harm during periods of remote learning.

<p>Our bespoke EMPOWER curriculum better supports language development</p>	<p>Timetable adaptation allows Speaking, Listening and Communication (SLC) lessons to be taught distinctively in Middle and Upper School, allowing for a real focus on developing these skills. Display boards in these classes specifically support vocabulary acquisition. Reports from the additional SALT sessions (paid for this year out of the Covid Catch-up Fund but directly impacting PP students) demonstrate students' improved vocabulary for emotional literacy, enabling them to communicate more easily about their responses to the pandemic and periods of lockdown. Behaviour data shows that incidents across the year are reduced as language skills develop and all PP students made good or better progress in SLC across the year.</p>
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### 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
N/A	

