



**BeDifferent**  
Federation

**LONESOME PRIMARY SCHOOL  
Pupil Premium 2021-2022**

<b>Lonsome Primary School</b>
<b>Free school meals: 46.4%</b>
<b>Pupil Premium: £192,955</b>

<b>Lonsome Primary School</b>	
ICT	<b>£12,000</b>
Reading/Mathematics resources	<b>£3,000</b>
Resources for PP children/topic weeks	<b>£5,000</b>
Family support worker	<b>£14,000</b>
Easter school staff costs	<b>£2,000</b>
Snacks/day visits	<b>£1,000</b>
One to one tuition	<b>£65,000</b>
Swimming subsidy	<b>£4,000</b>
Music lessons	<b>£12,500</b>
Educational Psychologist	<b>£6,500</b>
Language & Behaviour for Learning Support	<b>£8,655</b>
Support staff	<b>£55,000</b>
Play Therapy	<b>£8,800</b>
French/Sayers Croft residential and school visits	<b>£2,500</b>
Purchase of decodable phonics scheme	<b>£1,000</b>



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<b>Barriers to future attainment</b>	
<b>In-school barriers (issues to be addressed in school, such as poor oral language skills)</b>	
The impact of Covid-19 and ongoing periods of disruption caused by lockdown.	
Many of our disadvantaged children have been impacted by partial school closures to a greater extent than for other children. Although not a significant concern in such a disrupted period of two years, attendance for disadvantaged pupils was slightly lower than non-pupil premium peers.	
Internal assessment and observations of children indicates under-developed oral language skills and vocabulary gaps among disadvantaged groups.	
Ongoing monitoring of the access and use of the Google Classroom reflects the challenges for families in accessing remote learning confidently.	
Internal assessments indicate that there is a gap between pupil premium and non-pupil premium children making accelerated progress in Mathematics	
<b>External barriers (issues which also require action outside school, such as low attendance rates)</b>	
Ability of parents being able to support their children’s learning at home (home language/long work hours/understanding of present curriculum)	
Mobility of families	
In-year admissions: Pupil Premium children often join as in-year admissions. They are often below ARE on entry to the school.	
<b>Desired outcomes (Desired outcomes and how they will be measured)</b>	
Children form and maintain positive relationships with peers and staff.	All Pupil Premium children achieve Early Learning Goals for Personal, Social and Emotional Development (Reception).
Children interact confidently in a variety of situations in school.	Make progress towards achieving the ELGs (Nursery).
To achieve and improve sustained wellbeing for all children in the Federation, particularly our disadvantaged group.	Improved oral language skills and vocabulary in a range of extra-curricular activities.
	Participate fully and confidently in a range of extra-curricular activities



<p>Improve the opportunities for developing a wider vocabulary in order to support the children's reading and writing skills in the Foundation Stage in order to increase the percentage of children achieving the Good Level of Development.</p>	<p>GLD target will be met for all children but specifically our disadvantaged children.</p> <p>Impact of NELI programme measured over time.</p> <p>Rapid Recovery reading groups will support improved early reading skills and acquisition of language.</p>
<p>Higher rates of progress (accelerated) in reading, writing and Mathematics for Pupil Premium children</p>	<p>Gap narrowed between Pupil Premium and non-Pupil Premium due to PP children making accelerated progress. Children below ARE in September 2021 – are at ARE by July 2022</p> <p>Attainment gap to narrow <b>ARE – Key Stage One</b> R – 2021 – difference 3% +PP W – 2021 – difference 0% +PP M – 2021 – difference 2% +PP</p> <p><b>Key Stage Two</b> R – 2021 – difference 24% -PP W – 2021 – difference 33% -PP M – 2021 – difference 20% -PP</p> <p>Staff performance management target groups will monitor the progress of PP children over time.</p>
<p>Improved and sustained attendance for all children, particularly for our disadvantaged children</p>	<p>Sustained high attendance from 2021-2022 demonstrated by: The attendance gap between disadvantaged and non-disadvantaged peers being reduced from</p>

## Lonesome Primary School Year 2 Pupil Premium Analysis 2021-2022

<b>Attainment</b> <b>(children working at Secure+ at the end of the summer term 2021)</b>						
	<b>Reading ARE+</b>	<b>Reading GDS</b>	<b>Writing ARE+</b>	<b>Writing GDS</b>	<b>Mathematics ARE+</b>	<b>Mathematics GDS</b>
Non-Pupil Premium children (21 children)	18/21 = 86%	11/21 = 52%	14/21 = 67%	9/21 = 43%	17/21 = 81%	11/21 = 52%
Pupil Premium children (18 children)	16/18 = 89%	10/18 = 55%	12/18 = 67%	6/18 = 33%	15/18 = 83%	10/18 = 55%
<b>Difference +/-</b>	<b>+3%</b>	<b>+5%</b>	<b>0%</b>	<b>-10%</b>	<b>+2%</b>	<b>+3%</b>

**Pupil premium children in Year 2 have performed as well as or better than non-pupil premium children in reading, writing and Mathematics at Secure+ and have performed as well as non-pupil premium children in reading Mathematics at GDS.**

## Year 6 Pupil Premium Analysis 2021-2022

<b>Attainment</b> <b>(children working at Secure+ at the end of the summer term 2021)</b>						
	<b>Reading ARE+</b>	<b>Reading GDS</b>	<b>Writing ARE+</b>	<b>Writing GDS</b>	<b>Mathematics ARE+</b>	<b>Mathematics GDS</b>
Non-Pupil Premium children (25 children)	19/25 = 76%	7/25 = 28%	19/25 = 76%	5/25 = 20%	18/25 = 72%	8/25 = 32%
Pupil Premium children (21 children)	11/21 = 52%	6/21 = 29%	9/21 = 43%	4/21 = 19%	11/21 = 52%	5/21 = 24%
<b>Difference +/-</b>	<b>-24%</b>	<b>+1%</b>	<b>-33%</b>	<b>-1%</b>	<b>-20%</b>	<b>-8%</b>

**Non-pupil premium children in Year 6 have performed better than pupil premium children in reading, writing and Mathematics at Secure+. Pupil Premium children in Year 6 have performed just as well or slightly better than non-pupil premium children in reading and writing at GDS.**



## Year 1, 3, 4 and 5 Pupil Premium Analysis 2021-2022

### Attainment (children working at Secure+ at the end of the summer term 2021)

	Reading	Writing	Mathematics
Year 1	22/32 = 69%	23/32 = 72%	24/32 = 75%
<b>Year 1 - PP</b>	<b>9/24 = 38%</b>	<b>10/24 = 42%</b>	<b>9/24 = 38%</b>
Year 3	11/17 = 65%	7/17 = 41%	13/17 = 76%
<b>Year 3 - PP</b>	<b>15/22 = 68%</b>	<b>11/22 = 50%</b>	<b>15/22 = 68%</b>
Year 4	18/20 = 90%	18/20 = 90%	17/20 = 85%
<b>Year 4 - PP</b>	<b>17/19 = 89%</b>	<b>15/19 = 79%</b>	<b>14/19 = 74%</b>
Year 5	8/14 = 57%	7/14 = 50%	6/14 = 43%
<b>Year 5 - PP</b>	<b>10/23 = 43%</b>	<b>14/23 = 61%</b>	<b>13/23 = 56%</b>

### Attainment differences between pupil premium and non-pupil premium groups.

	Reading	Writing	Mathematics
<b>Year 1</b>	-31%	-30%	-37%
<b>Year 2</b>	+3%	0%	+2%
<b>Year 3</b>	+3%	+9%	-8%
<b>Year 4</b>	-1%	+11%	-11%
<b>Year 5</b>	-14%	+11%	+13%

*Due to Covid-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostics assessments such as rubrics or scales.*