



BeDifferent
Federation



**LONESOME PRIMARY SCHOOL
Pupil Premium 2022-2023**

Lonsome Primary School
Free school meals: 46.6%
Pupil Premium: £206,365

Lonsome Primary School	
ICT	£12,000
Reading/Mathematics resources	£3,000
Resources for PP children/topic weeks	£5,000
Family support worker	£22,000
Easter school staff costs	£2,000
Snacks/day visits	£2,000
One to one tuition	£65,000
Swimming subsidy	£4,000
Music lessons	£14,715
Educational Psychologist	£4,820
Language & Behaviour for Learning Support	£7,500
Support staff	£52,000
Play Therapy	£8,800
French/Sayers Croft residential and school visits	£2,530
Purchase of decodable phonics scheme	£1,000



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Barriers to future attainment	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
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	
External barriers (issues which also require action outside school, such as low attendance rates)	
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.	
Desired outcomes (Desired outcomes and how they will be measured)	
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 ARE – Key Stage One R – 2022 – difference 19% +PP W – 2022 – difference 14% +PP M – 2022 – difference 3% +PP</p> <p>Key Stage Two R – 2022 – difference 14% +PP W – 2022 – difference 3% -PP M – 2022 – difference 8% -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

Attainment (children working at Secure+ at the end of the summer term 2021)						
	Reading ARE+	Reading GDS	Writing ARE+	Writing GDS	Mathematics ARE+	Mathematics GDS
Non-Pupil Premium children (24 children)	16/24 = 67%	5/24 = 21%	16/24 = 67%	1/24 = 4%	20/24 = 83%	7/24 = 29%
Pupil Premium children (21 children)	18/21 = 86%	9/21 = 43%	17/21 = 81%	5/21 = 23%	18/21 = 86%	5/21 = 23%
Difference +/-	+19%	+22%	+14%	+19%	+3%	-6%

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 at reading and writing at greater depth.

Year 6 Pupil Premium Analysis 2021-2022

Attainment (children working at Secure+ at the end of the summer term 2021)						
	Reading ARE+	Reading GDS	Writing ARE+	Writing GDS	Mathematics ARE+	Mathematics GDS
Non-Pupil Premium children (26 children)	19/26 = 73%	9/26 = 35%	20/26 = 77%	7/26 = 27%	19/26 = 73%	4/26 = 15%
Pupil Premium children (23 children)	20/23 = 87%	4/23 = 17%	17/23 = 74%	4/23 = 17%	15/23 = 65%	4/23 = 17%
Difference +/-	+14%	-18%	-3%	-10%	-8%	+2%

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



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

Attainment (children working at Secure+ at the end of the summer term 2022)

	Reading	Writing	Mathematics
Year 1	25/31 = 81%	23/31 = 74%	25/31 = 81%
Year 1 - PP	15/25 = 60%	8/25 = 32%	9/25 = 36%
Year 3	11/17 = 65%	5/17 = 29%	10/17 = 59%
Year 3 - PP	14/23 = 61%	8/24 = 33%	11/23 = 48%
Year 4	17/22 = 77%	17/22 = 77%	17/22 = 77%
Year 4 - PP	13/21 = 62%	12/21 = 57%	12/21 = 62%
Year 5	10/14 = 71%	9/14 = 64%	9/14 = 65%
Year 5 - PP	15/23 = 65%	13/23 = 56%	15/23 = 65%

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

	Reading	Writing	Mathematics
Year 1	-21%	-42%	-45%
Year 3	+3%	+9%	-8%
Year 4	-15%	-20%	-15%
Year 5	-14%	-10%	0%

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.

