Ladygrove Primary School and Nursery Pupil premium strategy statement Reception to Y6

2022-2023

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	Ladygrove Primary School and Nursery
Number of pupils in school	405
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Full Governing Body
Pupil premium lead	Emily Guess
Governor lead	Sian Makin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year Reception to Year 6	**£133,106**
Recovery premium funding allocation this academic year	**£13,340**
Pupil premium funding carried forward from previous years	**£0**
Total budget for this academic year	**£146,446**

Part A: Pupil premium strategy plan

Statement of intent

Decisions made in regard to our Pupil Premium and Recovery Premium spend have been based mainly on the research of the Education Endowment Foundation. Our spend is targeting at narrowing gaps; both in terms of experiences provided for Pupil Premium Funded children and the progress they make and the levels of attainment they achieve.

We have based our rationale based on the barriers which our children face. These are listed in the sections below. Our biggest barrier relates to lower attendance rates for our PPG children; as if our children are not in school, we cannot work to reduce other barriers to learning.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For higher percentages of disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- ✓ To support our children and their families to ensure that disadvantaged children attend school on time every day with the equipment needed to access learning.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

The range of provision the Governors consider making for this group include:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.

- Ensuring that reading is at the heart of the curriculum and that pupils from disadvantaged children are given every opportunity to master how to read and have regular opportunities to read to adults to develop their skills.
- To support children who are 'off-track' by targeted intervention; delivered by teachers and/ or teaching assistants either in a small group or on a 1:1 basis
- To ensure that children from disadvantaged backgrounds make at least expected progress from their starting points
- To ensure that children have the same experiences, so we support payment for activities, music lessons, educational visits and residentials.
- Emotional and behavioural support via our Inclusion and Wellbeing Manger and our pastoral team.
- Providing food for children via attendance at breakfast club or via our toast project.
- Providing children with the equipment needed for the day e.g., by providing children with swimming kit, PE and or clothing (e.g. shoes or coats).

Challenges

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

Challenge number	Detail of challenge
1	Early Language skills are not as developed as all of their peer group.
2	Some children exhibit poor social and emotional skills.
3	Attitude to learning for some pupils, can hinder academic progress.
4	Significant number of children have coupled SEND vulnerabilities.
5	Some children have poor self-regulation strategies.
6	Less phonological awareness in EYFS and KS1 and independent spelling strategies.
7	Less children achieve ARE at the end of KS1 and KS2 in Reading, Writing, Maths and combined attainment.
8	Less PPG children attain Greater Depth in Reading, Writing and Maths than their non-PPG peers
9	Lower attendance rates/ more frequent lateness than non-PPG peer group.
10	Higher rates of persistent absence when compared to non-PPG children.
11	Higher percentages of children requiring intervention from other services (e.g., Family Intervention, CAMHS, Social Services)
12	Some children do not complete homework or read at home.
13	Children found remote education during periods of national lockdown/ school closure challenging so have additional gaps in their knowledge and skills
14	PPG children do not take up offers of wider school activities e.g. attend after-school clubs offered by the school, music lessons, residential visits etc; partly due to the costs involved.
15	Parents can find it hard to fund experiences such as trips and visitors offered by the school

16	Some children do not eat breakfast in a morning.

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
To develop the speech and language skills of children in EYFS, KS1 and KS2.	PPG children to make accelerated progress in Speaking, Listening and Understanding at the end of EYFS.
To develop the social and emotional skills of PPG children.	Children develop a greater resilience in regard to their learning. Children better able to manage their emotions. Less behaviour incidents for key children logged on CPOMS tracking system.
PPG children have good attitudes to learning and improve the self-regulation of some children.	Less behaviour incidents for key PPG children. Identified PPG children displaying on task behaviours on learning walks. PPG children can articulate what good behaviour for learning looks like. (Pupil voice/ quizzes)
Progress in Phonics	PPG children achieve national average in the Year 1 Phonic Screen. 85% of Reception children on track to attain ARE in the Year 1 Phonic Screen.
Progress in Reading	PPG children achieve national average progress scores in KS2 Reading. KS1 PPG children to make accelerated progress in reading from their starting points.
Progress in Writing	PPG children achieve national average progress scores in KS2 Writing. KS1 PPG children to make accelerated progress in writing from their starting points.
Progress in Mathematics	PPG children achieve national average progress scores in KS2 Maths. KS1 PPG children to make accelerated progress in maths from their starting points.
Greater Depth in Reading	PPG children achieve national average for greater depth Reading in KS1 and KS2.
Greater Depth in Maths	PPG children achieve national average for greater depth Maths in KS1 and KS2.
To improve attendance and punctuality of PPG children.	Ensure attendance of disadvantaged pupils is above 95% and that lateness is reduced. Reduction in the numbers of PPG children classed as persistently absent in the academic year 2021-22 compared to 2020-21.

	Reduction in the number of late marks for PPG children.
To ensure that PPG are in a ready state to learn.	PPG children to be given breakfast as needed and be provided with equipment (e.g., swimming kit) as required.

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: £3,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing CPD for phonics leader and staff who deliver phonics from Read, Write Inc trainer to ensure high standards in the teaching of phonics are present. Online CPD resources for staff to develop their own practice under the guidance and delivery of the Read, Write Inc leader within school. **Cost: £1,800**	**EEF (+ 5) Systematic phonic teaching** A systematic approach to synthetic phonics is key to ensuring that PPG children can read fluently by the time that they leave KS1 and are so able to access the next phase in their educational journey to KS2.	6, 7, 8, 13
Impact: **83%** of children passed the phonic screen in June 2023. **71%** of PPG children passed the phonics screen. This is due to the diligent monitoring provided by the Early Reading leader and high quality CPD provided to staff.		
Additional educational psychologist sessions for PPG children displaying signs of attachment. **Cost £1,250** ARC subscription for support for Inclusion and Wellbeing Manager for	**EEF (+4) Self-regulation strategies** We have looked at our PPG children as a whole and there are some children who are displaying complicated attachment from parents and carers, and this is meaning that behavioural issues can occur within the school day and it takes longer for children to self-regulate in a morning and following incidents throughout the day. This means that prime learning time is lost.	3, 5, 9, 11

supporting children with trauma and attachment. **Cost: £125**		
Impact: Our attached Educational Psychologist has been able to see an increased number of children this year. Out of the children who were seen with attachment style difficulties**, attendance has improved for 83% of children,** with one **child's attendance improving by over 50%.** There has also been a **reduction in incidents of dysregulation** for these children and they are also regulating quicker following incidents of dysregulation.		

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

Budgeted cost: £58,555

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching time of the Deputy Headteacher Re-directed to target Pupil Premium children in specified cohorts to quickly raise attainment of identified children. Year 6 Maths x 4 mornings for 60 minutes. **Cost: £16,163**	**EEF (+3) Reducing Class Size** As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our Year 6 cohort and have identified that 3 small classes under 20 children for Maths would allow teachers to increase the amount of attention each child will receives and for targeted teaching based on gaps in children's learning.	7, 8, 13
Impact: **63% of PPG** children have achieved ARE. This compared to 47% at baseline and an **increase of 16%.** This is an improvement of the KS2 results of 2022, with higher percentages of children achieving ARE in 2023. **Average scaled scores** in Maths for PPG **children rose** from 97.5 **to 99.** **Combined attainment** for Reading, Writing and Maths **rose** to 50%. Which is an improvement of 17% on the previous academic year. Some PPG children within this cohort have coupled vulnerabilities.		
Deployment of HLTA in a morning to take phonics groups in Year 1 and Year 2. **Cost: £13,935** HLTA am salary costs.	**EEF (+4) small group tuition &** **EEF (+ 5) systematic phonic teaching** Deployment of additional HLTA to teach phonics groups ensures that children off track receive small groups tuition in a proven phonic scheme of Read, Write Inc.	6, 7, 13
Impact:		

Year 1:

83% of children passed the phonic screen in June 2023.

71% of PPG children passed the phonics screen.

This is due to the diligent monitoring provided by the Early Reading leader and high quality CPD provided to staff.

Year 2:

97% of children have now **passed the phonics screen.**

? PPG data

Speech and Language intervention in Reception via the Stoke Speaks Interventions. **Cost: £2,787**	**EEF (+6) Oral Language Intervention** Previous EYFS Speech and Language interventions in Nursery and Reception have been successful in ensuring that children's language is school ready. This has meant that key children understand far more what is going on within the classroom and are better able to interact with their peers. PPG research shows that PPG children generally are exposed to less language prior to starting school. Having a vocabulary focus ensures that children are exposed to rich language. School staff have been trained in NELI, so this is why it is used to deliver the interventions.	1, 13

Impact:

100% of PPG children in Reception have made at least **expected progress** in the areas of Speaking/ Listening, Understanding and Attention. **78%** of PPG children have also made **accelerated progress** in these areas.

Deployment of TAs to ensure that every Pupil Premium child is heard read x 3 times per week to an adult. **Cost: £25,270** Cost of TA salary x 30 mins a week for very pupil premium child in school.	**EEF + 5 Months 1:1 Tuition** To ensure that our Pupil Premium children make the best possible progress in reading, we allocate Teaching Assistants to hear them read three times a week. This is done on a 1:1 basis by the classroom teaching assistant. Teaching assistants are trained in hearing children read and focus on phonics/ reading comprehension depending on the age and development of the children.	7, 8, 12, 13

Impact:

Number of **PPG children achieving Greater Depth in SATS in KS1 and KS2 has increased** across school in the academic year 2022-23 from the baseline. In **Year 6 25%** more children achieved greater depth than from baseline and in **KS1 12%** more children achieved greater depth from baseline.

Number of PPG children achieving Age related expectations has also increased.		
TTRS club at lunchtime targeting Year 4/ 5 PPG for fluency and TTRS homework. Cost: TA 1 hour per week for TTRS club: **Cost: £400**	**EEF (+5) Homework** EEF findings cite that a homework club that is carried out twice a week has the most impact. This has been targeted at Year 4 and Year 5 to support children in preparing for the Times Tables Screen and to ensure Tables Fluency is developed prior to Upper Key Stage 2.	7, 8, 12, 13
Impact: PPG pupils average scores in the Multiplication tables check **increased** from 16.8 in the academic year 2021-22 to **18.2 in 2022-2023**. PPG **Maths attainment** in Year 5 has **risen 7%** from baseline with **50%** of PPG children in Year 5 currently achieving **Age related expectations.**		

National Tutoring Programme: £12,798 (£3,732.75 – Autumn Term) = 60% of the cost.

Total met by school equals 40% of the cost £8532

1185 Funded hours

Total Amount £21,330

Total cost to school from PPG monies: £27,187

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutoring programme (**first £12,798** NTP funded/ remaining **£8532** (Total cost of tutoring = £21,330). funded by Recovery Premium Grant) Reception catch up phonic £1,400 Catch up Phonic salary Costs year 1 and 2 £3,600 plus £2,787 Year 3 catch up reading £3,600 Year 4 catch up maths £1,400 + £3,600	**EEF (+4) Small Group Tuition** Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. Guidance states that for this to be used for the National Tutoring programme this reduces to 1 adult to 3 children. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Having analysed our cohorts we have identified that there are a significant number of PPG children off track in Reading and Phonics within Year 2 and Year 3. Intervention is needed to ensure that gaps in learning are quickly closed.	6, 7, 8, 13

Year 5 catch up reading and maths £3,600 Year 6 catch up Maths and reading £7,200	Within KS2 all year groups have high numbers of PPG children who are off track in all areas. Intervention is needed to ensure that gaps in learning are quickly closed. Although off in all areas, we are targeting Reading and Maths before writing. This decision has been taken due to children needing to read fluently and understand language well before the semantics of writing can be addressed. Intervention will be targeted at Years 5 and 3.	

Impact:

- **Year 1 Impact: Phonics**
  83% of targeted children **made accelerated progress. 58%** of the children targeted **went onto pass the Year 1 phonics screen.**

- **Year 2 Impact: Phonics and Reading**
  100% of targeted children went onto **pass the Year 2 phonic re-test. 58% of these** children also went onto **achieve ARE** in the Year 2 **Reading SAT.**

- **Year 3 Impact: Maths**
  PPG children's confidence in Maths has improved and gaps in individual knowledge have been closed.

- **Year 4 Impact: Reading**
  PPG children's confidence in reading/ phonics has improved and gaps in individual knowledge have been closed.

- **Year 5 Impact: Maths**
  PPG children's confidence in Maths has improved and gaps in individual knowledge have been closed.

- **Year 6 Impact: Maths**
  67% of targeted PPG children for the National Tutoring funding **achieved Age Related Expectations** in Maths. The other 33% narrowly missed out on scaled score conversion. **All** children **made accelerated progress** in Maths over the course of the tutoring.

Impact for the Academic Year 2022-23:

Wider strategies (for example, related to attendance, behaviour, self-regulation and wellbeing)

Budgeted cost: £66,372

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional EWO support for those families who require additional intervention due to poor attendance levels. EWO to be asked to visit identified PPG children's homes in line withs school policy and attend attendance concern meetings with parents showing them the impact of their child being persistently late for school or days, EHAs, CIN, and CP meetings as necessary. Analysis by EWO about the rates of PPG attendance/ absence/ lateness. **Cost: £2,500**	Without regular school attendance Pupil Premium children cannot close gaps in their learning. The EEF is currently running an assessment of attendance interventions for school, but the findings have yet to analysed and published. Their report evidences that even minimal improvements to attendance means that children make educational progress, although there is currently no month banding for this.	9, 10, 11
Impact: **Attendance of PPG children** in school **has risen** by 0.5%. There has been a reduction in the numbers of PPG children who are classed as persistently absent. 27% of PPG children at the end of the school year were classed as persistently absent.		
Inclusion and Wellbeing Manger appointed to work with vulnerable children and their families and improve parental engagement (support families through running EHAs, organising support from external agencies, attendance at professionals' meetings alongside parents such as CAMHS etc, organising nurture provision and supporting children's mental health and emotional wellbeing in 1:1 session or in small groups.) **Cost: £28,658**	**EEF (+3) Parental Engagement** We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: • approaches and programmes which aim to develop parental skills such as literacy or IT skills. • general approaches which encourage parents to support their children with, for example reading or homework. • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis. Our Inclusion and Wellbeing supports families extensively throughout the day. **EEF (+4) Behaviour interventions/ EEF (+4) Self-Regulation Strategies** Our Inclusion and Wellbeing Manager also works on small group and 1:1 intervention, to support children with managing their emotions and behaviours in morning sessions.	1, 2, 3, 5, 9, 10, 11, 12
Impact: **Our Inclusion and Wellbeing manager supports families effectively. Support has been given through Early Help Support Plans and meetings for families and their children. They have**		

attended meetings with parents. Emotional wellbeing interventions have supported PPG children across school.		
Pastoral TA (afternoons only) to support in the Nurture room with the Inclusion and Wellbeing Manager in delivering programmes which supports children's emotional wellbeing and self-regulation. **Cost: £7,470** ELSA training **£880.00**	**EEF (+4) Social and Emotional Learning** Social and Emotional Interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family, and community. These include specialised programmes which are targeted at students with particular social or emotional needs. We offer this to children via afternoon nurture provision for identified children.	2, 3, 5
Impact: **ELSA sessions have impacted upon children positively. 9% of PPG children have accessed ELSA provision/ nurture provision this academic year.**		
Employment of a Family Support worker x 2 day per week from January 2022 to support parents with self-help strategies within the home relating to bedtime routines, sleep patterns, home organisation to ensure that children are attending school on time every day. 0.5 day admin time to support parents who children are classed as a persistent absentee via attendance support plans . **Cost: £6,188**	**EEF (+3) Parental Engagement** We define parental engagement as the involvement of parents in supporting their children's academic learning. The role of our Family Support worker is to specifically deliver: • more intensive programmes for families in crisis. This may involve work on routines within the family home.	9, 10, 11, 12
Impact: **Our Family Support worker supports families via running and attending Early Help Assessments and meetings. Attendance is a key indicator on these plans. She has supported parents in raising attendance for children as part of these plans. Some children's attendance has risen by over 15%**		
Funded breakfast club sessions for identified families. Children can be allocated a place on a short term or longer-term basis to provide periods of support to families.	**EEF (+2) breakfast club attendance** Data from the EEF indicates that attendance at breakfast clubs raises a KS1 child's attainment of an average of 2 months. We are targeting breakfast club provision at those PPG families with attendance below 95% and who are persistently late. This will	9, 10, 16

Breakfast club for 6 children throughout the academic year: **Cost: £3,420** Cost of in class breakfast club for Reception Children **Cost: £300** **Breakfast bagels costs**	therefore have an indirect impact on attendance and therefore may have more educational benefit that the +2 months indicated by the EEF.	
Impact: **Attendance at breakfast club has significantly increased attendance for children to who it has been offered and supported. This has resulted in all but one child now not being classed as persistently absent.** **The funding of breakfast for Reception children has meant that all children are fed at the start of the school day. This has improved concentration levels of children.**		
Funded toast for children entitled to PPG. PPG parents to e-mail school so it as provided free of charge. 105 PPG children funded at £1.25 per week x 30 weeks. **Cost: £3,938**	**EEF (+8) Self-regulation strategies** In school we noticed that children's attention during the second part of the morning dropped. During the Autumn Term of 2021 we instigated a trail where toast was provided as part of the morning break snack. We funded this for PPG children and other parents had the opportunity to purchase toast. We noticed that children's concentration improved during the second half of the morning and there were less behavioural incidents with children. Although not directly relating to the impact of toast, the EFF Self-regulation strategies add +8 months to children over the course of an academic year. Feeding our children with toast has improved children's ability to self-regulate.	5, 16
Impact: **All PPG children can access toast in a morning. This means that they are better able to self-regulate and concentrate. Teachers feel that the providing of toast means that children are more settled, which in turn leads to better learning.**		
Staff CPD to ensure that children's mental health needs are met by funding the school's subscription to 'Future in Mind' and attendance at Emotional Literacy Support Assistant training by the Inclusion and Wellbeing manger **Cost: £375 Future in Mind**	**EEF (+ 4) Social and Emotional Support** for children who are accessing social and emotional support within the Primary School.	2, 5, 11, 4

Impact: **Staff have been kept abreast of changes in Mental Health provisions locally and research. Staff have received high quality CPD in areas such as eating disorders, supporting children with trauma and been given the resources to carry out interventions in dealing with worries.**		
Funded sessions for all children entitled to PPG so they can attend one club per term free of charge. This club is a free-choice club and can be taken from any of the clubs on offer. **Cost = £6,143** (Based on 105 children x 3 clubs per year, as not all children take up a club every half a term)	**EEF (+3 months) Arts Participation** **EEF (+1 month) Sports Participation** As a school we do not want any of our children to be excluded from attendance at any school activity due to cost. We know that the costs associated with after -school clubs can be a barrier for lower income families, and we therefore recognise this need. Although there is limited EEF research on the amount of progress that this brings to children and the impact can be described as minimal in terms of months academic progress, as part of our wider school ethos and the importance of children 'Belonging' to their school, this is funded for our children.	14
Impact: The funding of clubs for PPG children has meant that they are able to feel the same as their peer group. Pupil voice in relation to clubs demonstrated that pupils feel that there is a wide range of clubs that they can access. 79% of PPG children accessed clubs throughout this academic year.		
Current FSM children music lessons are met by the Telford and Wrekin Council. However, from 2022 these will be needed to be funded from this budget if the children have previously accessed free music lessons. Current provision for Children in Care and children removed from Care for Pupil Premium purposes **£1,500** **Children's music lessons.**	**EEF (+3 months) Arts Participation** Music is at the heart of the ethos at Ladygrove and funding music lessons ensures that this opportunity is open to all. EEF findings cite that: Art participation can have positive impact on other areas of the curriculum. It also indicates that the impact on children should be measured beyond the impact on English and Maths.	14
Impact: **We currently fund Music lessons for** 13 children. This equates to **9% of PPG children.**		
The funding of educational visits for PPG children based on one trip/	Although there is no EEF findings detailing the impact of educational visits, ensuring that all children have the opportunity for cultural	1, 15

experience per term. The funding of most of the cost of residential visits such as PGL trips and Arthog trips. **Cost: £5,000**	capital is part of our ethos. We aim to extend the range of experiences and activities that our children can experience. Ensuring that all children are treated equally and that children are not made to feel different because their parents cannot afford to fund trips is essential. Also, to allow trips to go ahead even where there is not a viable level of parental contributions, this is essential.	

Impact:

PPG children have all attended a range of funded visits this academic year. These have ranged from visits to the beach, museums and visits to the pantomime. These visits extend the cultural capital for our PPG children. All PPG children in school have benefitted from this.

In additional to this we have funded most of the costs of residential visits for

31% of places on the Year 4 residential visit to Boreattan Park were funded PPG places.

21% of places on the Year 5 residential visit to London were funded PPG places.

36% of places on the Year 6 residential visit to Arthog were funded PPG places.

Total budgeted cost: £155,289