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

2023-2024

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 | Ladygrove Primary School and Nursery |
| Number of pupils in school | 412 |
| Proportion (%) of pupil premium eligible pupils | 28% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/2022<br>2022/2023<br>2023/2024 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Full Governing Body |
| Pupil premium lead | Kirsty Stewart |
| Governor lead | Nicky Brown |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year Reception to Year 6 | **£151,070** |
| Recovery premium funding allocation this academic year | **£14,355** |
| Pupil premium funding carried forward from previous years | **£0** |
| **Total budget for this academic year including Recovery Premium and Pupil Premium** | **£165,425** |
| **Total cost of delivery of the Pupil Premium strategy** | **£168,853** |

# 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 EYFS, 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 |

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| 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.<br>Children better able to manage their emotions.<br>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.<br>Identified PPG children displaying on task behaviours on learning walks.<br>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.<br>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.<br>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.<br>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.<br>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.<br>Reduction in the numbers of PPG children classed as persistently absent in the academic year 2021-22 compared to 2020-21. |

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| | 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: £3,997**

| 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.<br>Online CPD resources for staff to develop their own practice under the guidance and delivery of the Read, Write Inc leader within school. (Portal subscription and Oxford Owl)<br>CPD session for all staff who deliver phonics in December 2023.<br><br>**Cost: £2197 + £281** | **EEF (+ 5) Systematic phonic teaching**<br><br>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:**<br>• 69% of PPG children attained 32 or more in the phonics screening test in Year 1 in 2024. Although below all children nationally in 2024, it is above the national Pupil Premium levels level for 2023 which was 62%. Pupil Premium children within school therefore do better than Pupil Premium Children nationally. | | |
| Ongoing spelling CPD for staff who deliver Read, Write Inc Spelling.<br><br>Subscription to Online Resources for Read, Write Inc Spelling. | **EEF (+ 5) Systematic phonic teaching**<br><br>The use of Read, Write Inc Spelling build on the approach of Read, Write Inc and develops children ability to spell words with automaticity. | 6, 7, 8 |

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| **Cost: £244**<br>CPD session for all staff who deliver phonics in December 2023.<br>**Cost: £900** salary costs for TAs to attend 2-hour training. | | |

**Impact:**

- 81% of Pupil Premium Grant children achieved Age Related Expectations in Grammar, Punctuation and Spelling in the KS2 SATs. National for all children was 72% in 2024. PPG children within school therefore attain better than all children nationally.
- The Pupil Premium children's scaled score for GPS was 106.13 which was higher than non-Pupil Premium children who scored 104.54.
- PPG children's average point score for spelling in the KS2 SATS was higher than non-PPG children's.

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| Additional educational psychologist session to train staff in Emotion Coaching approach.<br><br>**Cost £250**<br><br>ARC subscription for support for Inclusion and Wellbeing Manager for supporting children with trauma and attachment.<br><br>**Cost: £125** | **EEF (+4) Self-regulation strategies**<br><br>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 |

**Impact:**

- Staff have all been trained in the emotion coaching approach and this has improved their confidence and ability to deal with dysregulated children.
- The emotional coaching approach has been implemented into our 'Soft-Start' sessions which support a successful transition from home to school in a morning. This is reducing late marks and improving attendance for children who attend them.
- The approach is also in place in our 'Lunch-club' which is a short term to medium term intervention to support children with emotional regulation at lunchtimes.
- The monitoring of behavioural incidents for children over time, shows reductions in incidents for specific children.
- We have also supported parents in the emotion coaching approach through SENDCo drop in sessions focusing on this area.

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

**Budgeted cost: £76,573**

| 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.<br>Year 6 Maths x 5 mornings for 60 minutes.<br><br>**Cost: £11,505** | **EEF (+3) Reducing Class Size**<br>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:**<br>• Year 6 children have made good in year progress in Maths.<br>• 73.3% of Year 6 Pupil Premium Grant children attained in line with Age-Related expectations in Maths. This compares with 73% of children nationally. School's PPG children therefore attain as well as all children nationally. | | |
| Deployment of HLTA in a morning to take phonics groups in Year 1 and Year 2.<br><br>**Cost: £11,430**<br>HLTA morning salary costs. | **EEF (+4) small group tuition &**<br>**EEF (+ 5) systematic phonic teaching**<br><br>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:**<br>• 69% of PPG children attained 32 or more in the phonics screening test in Year 1 in 2024. Although below all children nationally in 2024, it is above the national Pupil Premium levels level for 2023 which was 62%. Pupil Premium children within school therefore do better than Pupil Premium Children nationally.<br>• 84% of Pupil Premium Grant children passed the Phonic Screen by the end of Year 2. Out of the three children that did not pass, two have identified SEND needs and the other is new to school. | | |
| Speech and Language intervention in Reception. Identified via the Stoke Speaks Intervention tools. Then children to be given the Talk Boost intervention. | **EEF (+6) Oral Language Intervention**<br><br>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 | 1, 13 |

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| 90 mins per week of scale 2 TAs salary.<br><br>**Cost: £901** | going on within the classroom and are better able to interact with their peers.<br><br>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.<br><br>School staff have been trained in Talk Boost, so this is why it is used to deliver the interventions. | |
| **Impact:**<br>• In Reception, 40% of Pupil Premium Grant children made accelerated progress in Speaking. | | |
| Deployment of TAs to ensure that every Pupil Premium child is heard read x 3 times per week to an adult.<br>**Cost: £34,557**<br><br>Cost of TA salary x 30 mins a week for every pupil premium child in school. | **EEF + 5 Months 1:1 Tuition**<br><br>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:**<br>• Key Stage 1 Reading SATS results show that 60% of Pupil Premium children within school achieved the expected standard. This is above the 2023 national figure of 56%. We are therefore expecting that our KS1 Pupil Premium Reading results are at least in line with national 2024 figures.<br>• Key Stage 2 Reading SATS results reflect 73.3% of Pupil Premium Children attaining in line with Age Related Expectations and 33% of Pupil Premium children achieved scores in line with Greater Depth.<br>• This shows pupil premium attainment in reading at the end of Key Stage 2 is in line with all children nationally for ARE in 2024 and higher than national for Greater Depth scores 2023 which was 29%. We are therefore expecting Greater Depth scores for Pupil Premium to be above national in 2024. | | |
| Maths clubs at lunchtime for children to develop fluency in tables and recall.<br>Year 2 – Numbots Fluency Club x 2 30 minutes sessions per week. (Level 2 TA)<br>**Cost: £601** | **EEF (+5) Homework**<br><br>EEF findings cite that a homework club that is carried out twice a week has the most impact. This has been targeted at children from Year 2 onwards to support children in developing their fluency. | 7, 8, 12, 13 |

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| Year 3 – Numbots Fluency Club x 2 30 minutes sessions per week. (Level 2 TA)<br>**Cost: £601**<br><br>Year 4 – Times tables Rock Stars Club x 2 30 minutes sessions per week. (Level 2 TA)<br>**Cost: £601**<br><br>Year 5 – Times tables Rock Stars Club x 2 30 minutes sessions per week. (Level 2 TA)<br>**Cost: £601**<br><br>Year 6 – Times tables and fluency club x 2 30 minutes sessions per week. (Level 2 TA)<br>**Cost: £601** | | |
| **Impact:**<br>• 70% of Pupil Premium Children achieved Age Related Expectations in the Year 2 Maths SATs. This is broadly in line with all children nationally based on the 2023 data set. Therefore, our Pupil Premium children attain as well as all pupils nationally.<br>• In the Year 4 Times Tables Screen, PPG children achieved an average point score of 21.25%. This is above the national average of 20.2 in June 2023. Data is not yet available for the academic year 2024, but we are expecting the results for our PPG children to be above national figures.<br>• KS2 SATs Pupil Premium Maths show that our children have achieved above the average of all children, with 73.3% entitled to the Pupil Premium Grant achieving ARE in Maths. | | |
| Delivery of the Maths Champions intervention in Reception for those children not achieving in line with age related expectations.<br>**Cost: £601**<br>3 x 20 minutes per week (Level 2 TA) | **EEF (+2) Maths Champions**<br><br>During the academic year 2020-21 school participated in the EEF project Maths Champions in Nursery. This had a significant impact on raising children's Maths attainment. Following this we devised an intervention following these principles for those children in Reception who were not at Age Related Expectations. | 7,8 |
| **Impact:**<br>• 44% of our Pupil Premium children achieved in line with Age Related Expectations at the end of their Reception year. These children have made significant in year progress however this was not enough to close gaps with their non-pupil premium peers. | | |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Reception catchup phonics and phonics club (Read Write Inc):<br>£1,502. (2 ½ hours x weekly Scale 2 TA)<br><br>Year 1 and Year 2 catch up phonic (Read, Write Inc):<br>HLTA 3 hours weekly<br>£2,286<br><br>Year 3 catch up Maths intervention (IDL - Maths fluency):<br>£1,502. (2 ½ hours weekly Scale 2 TA)<br><br>Year 4 catch up Reading (Reading comprehension intervention):<br>£1,502. (2 ½ hours weekly Scale 2 TA)<br><br>Year 5 catch up Maths fluency intervention<br>£1,502. (2 ½ hours weekly Scale 2 TA)<br><br>Year 6 catch up reading comprehension<br>£1,502. (2 ½ hours weekly Scale 2 TA)<br><br>Year 6 catch up maths (arithmetic and fluency intervention)<br>£4,778<br>(6.75 hours weekly HLTA) | **EEF (+4) Small Group Tuition**<br>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group.<br><br>Having analysed our cohorts we have identified that there are a significant number of PPG children off track in Reading and Phonics within Year 1 and Year 2. Intervention is needed to ensure that gaps in learning are quickly closed.<br><br>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. | 6, 7, 8, 13 |

**Impact:**

- **Reception**
  PPG children have made good progress from low starting points.
  The gap between them and their non-PPG peers is beginning to diminish.
- **Year 1 and Year 2: Phonics and Reading**
  69% of PPG children attained 32 or more in the phonics screening test in Year 1 in 2024. Although below all children nationally in 2024, it is above the national Pupil Premium levels level for 2023 which was 62%. Pupil Premium children within school therefore do better than Pupil Premium Children nationally.

Year 2 Reading SATS results show that 60% of Pupil Premium children within school achieved the expected standard. This is above the 2023 national figure of 56%. We are therefore expecting that our KS1 Pupil Premium Reading results are at least in line with national 2024 figures.

- **Year 3 Maths:**

  Pupil Premium Maths in year data shows an increase in the percentages of children at ARE in Maths starting at 55% in the Autumn Term rising to 71.4% at the end of the year. This indicates that Pupil Premium children have made accelerated progress in this area.

- **Year 4 Reading:**

  Pupil Premium in year data shows an increase in the percentages of children at ARE in Maths starting at 32% in the Autumn Term rising to 47% at the end of the year. This indicates that Pupil Premium children have made accelerated progress in this area.

- **Year 5 Reading and Maths:**

  Pupil Premium data in Reading in year data shows an increase in the percentages of children at ARE in Maths starting at 20% in the Autumn Term rising to 47% at the end of the year. This indicates that Pupil Premium children have made accelerated progress in this area.

  Pupil Premium in Maths in year data shows an increase in the percentages of children at ARE in Maths starting at 25% in the Autumn Term rising to 57.9% at the end of the year. This indicates that Pupil Premium children have made accelerated progress in this area.

- **Year 6 Reading and Maths:**

  KS2 SATs Pupil Premium Maths show that our children have achieved above the average of all children, with 73.3% entitled to the Pupil Premium Grant achieving ARE in Maths.

  Key Stage 2 Reading SATS results reflect 73.3% of Pupil Premium Children attaining in line with Age Related Expectations and 33% of Pupil Premium children achieved scores in line with Greater Depth.

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

**Budgeted cost: £88,283**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Our Family Support worker has taken over daily management of attendance. She will work alongside the school EWO. She will provide additional support for those families who require additional intervention due to poor attendance levels.<br>EWO to be asked to visit identified PPG children's homes in line with school policy and attend attendance concern meetings with parents showing them the impact of their child being persistently late for school or days, | Without regular school attendance Pupil Premium children cannot close gaps in their learning.<br>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 |

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| EHAs, CIN, and CP meetings as necessary. Analysis by EWO about the rates of PPG attendance/ absence/ lateness.<br><br>0.5 day admin time to support parents who children are classed as a persistent absentee via attendance support plans from Family Support worker .<br><br>**Cost: covered with Child and Family Support worker salary.** | | |
| **Impact:**<br>• Whole school attendance has risen this year, and we are now above national levels of attendance for all children.<br>• Pupil Premium attendance has risen this year. In the academic year 2022-23 attendance was 92.79. This academic year to date Pupil Premium attendance is 93.47%. Although still below all children nationally, it shows year on year improvement.<br>• For some Pupil Premium children classed as persistently absent, significant improvements can be seen in attendance since intensive support from the Child and Family support worker. | | |
| 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.)<br><br>**Cost: £31,771** | **EEF (+3) Parental Engagement**<br><br>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:<br><br>• approaches and programmes which aim to develop parental skills such as literacy or IT skills.<br>• general approaches which encourage parents to support their children with, for example reading or homework.<br>• the involvement of parents in their children's learning activities; and<br>• more intensive programmes for families in crisis.<br><br>Our Inclusion and Wellbeing supports families extensively throughout the day.<br><br>**EEF (+4) Behaviour interventions/ EEF (+4) Self-Regulation Strategies**<br><br>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:**

- The Child and Family Support worker has supported our most complex families. Her support has improved attendance, school readiness and emotional regulation.
- Our Early Help offer has been recognised by our Local Authority as a model of good practise and we have facilitated training sessions for other schools based on our protocols.
- Parents can access support in a variety of ways, including on an ad-hoc basis using informal drop-in sessions. This has increased the number of families that we can support.
- Parents have been supported by workshops, Early Help Assessments, school nurse liaison, parenting support, sleep support, referrals to Domestic Violence charities, food poverty support by local crisis centres, school uniform support and the purchasing of school shoes/ coats by referrals to necessary agencies, housing referrals for emergency housing requests as well as working with local housing officers, meeting facilitation and being the gate-keeper to signpost to self-help services (e.g. mental Help, Telford STARS).

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| 2 x 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 one afternoon each per week.<br><br>ELSA training<br>**£1760**<br><br>Staffing costs for ELSA sessions:<br>**£1,502**<br>(2 ½ hours weekly Scale 2 TA) | **EEF (+4) Social and Emotional Learning**<br>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:**

- Two members of staff have completed their ELSA training. This means that they have been able to adopt ELSA strategies in the classes that they have worked in as well as with the small groups and 1:1 children they have supported.
- 37% of Pupil Premium children have accessed ELSA support this year. This in turn has allowed children to better regulate emotions, develop greater levels of emotional resilience and independence.
- We have incorporated the ELSA approach within our 'Lunch Club' which has benefitted children at lunchtime. 12.5% of PPG children have accessed 'Lunch Club' provision as an intervention with further PPG children using the smaller hall at lunchtimes for a quiet, calmer experience.
- ELSA techniques are also incorporated into our Soft Start sessions, which supports children with transitioning into school in a morning. 11% of PPG children have accessed our Soft Start provision as an intervention.

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| Family Support worker employed to support parents with self-help strategies within the home | **EEF (+3) Parental Engagement** | 9, 10, 11, 12 |

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| relating to bedtime routines, sleep patterns, home organisation to ensure that children are attending school on time every day.<br><br>**Cost: £26,990** | 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:<br><br>• more intensive programmes for families in crisis.<br><br>This may involve work on routines within the family home. | |
| **Impact:**<br>• Intensive support from the Child and Family Support worker is bespoke around each family's needs. 6% of all PPG families have been supported in this way. Support from the Child and Family Support worker has broken down barriers to school attendance which has improved the children's attendance.<br>• Parents have also been signposted to services to support the adults within the family home.<br>• Our Early Help offer has been recognised by our Local Authority as a model of good practise and we have facilitated training sessions for other schools based on our protocols. | | |
| 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.<br>Breakfast club for 6 children throughout the academic year:<br>**Cost: £3,510**<br><br>Cost of in class breakfast club for Reception Children<br>**Cost: £300**<br>**Breakfast bagels costs** | **EEF (+2) breakfast club attendance**<br><br>Data from the EEF indicates that attendance at breakfast clubs raises a KS1 child's attainment of an average of 2 months.<br>We are targeting breakfast club provision at those PPG families with attendance below 95% and those who are persistently late. We also support families for short term interventions when things are difficult at home. This will therefore have an indirect impact on attendance and therefore may have more educational benefit that the +2 months indicated by the EEF. | 9, 10, 16 |
| **Impact:**<br>• We funded Breakfast club places for 10 children this academic year as well as children on an ad-hoc basis to support with changes in family circumstances.<br>• Breakfast club attendance has supported children to improve their attendance. Of the children supported this year who were in school last year, 89% have increased their attendance from last academic year. 67% of the children supported now have attendance of over 96.5% | | |
| Funded toast for children entitled to PPG. PPG parents to e-mail school so it as provided free of charge. | **EEF (+8) Self-regulation strategies**<br><br>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 | 5, 16 |

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| 115 PPG children funded at £1.25 per week x 38 weeks.<br><br>**Cost: £5,463** | 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. | |
| **Impact:**<br>• Children are not hungry and as such are better able to regulate their emotions.<br>• Concentrations levels in the session after break continue to be better than when we did not provide a carb morning snack.<br>• The attendance of Pupil Premium Grant children continues to improve, suggesting that there is less illness for this group of children than previously. | | |
| 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<br>**Cost: £375 Future in Mind** | **EEF (+ 4) Social and Emotional Support**<br><br>for children who are accessing social and emotional support within the Primary School. | 2, 5, 11, 4 |
| **Impact:**<br>• The Inclusion and Wellbeing lead has had half-termly quality CPD facilitated through Future in Mind.<br>• 37% of Pupil Premium children have accessed ELSA support his year. This in turn has allowed children to better regulate emotions, develop greater levels of emotional resilience and independence.<br>• We have incorporated the ELSA approach within our 'Lunch Club' which has benefitted children at lunchtime. 12.5% of PPG children have accessed 'Lunch Club' provision as an intervention. Further children also use the small hall in school for support at lunchtimes.<br>• ELSA techniques are also incorporated into our Soft Start sessions, which supports children with transitioning into school in a morning. 11% of PPG children have accessed our Soft Start provision as an intervention. | | |
| 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.<br>**Cost = £6,372** | **EEF (+3 months) Arts Participation**<br>**EEF (+1 month) Sports Participation**<br><br>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. | 14 |

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| (Based on 115 children x 3 clubs per year, as not all children take up a club every half a term and approximately 80% of children take up a funded club) | 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. | |
| **Impact:**<br>• All Pupil Premium children have had the opportunity to attend one fully funded club every half-term. 82% of children took up this offer. This is up from 2% form the academic year 20222-2023.<br>• The admin team make phone calls to check that Pupil Premium children have been booked onto any clubs that they would like to attend. | | |
| 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.<br><br>Current provision for Children in Care and children removed from Care for Pupil Premium purposes<br><br>**£2,240**<br>**Children's music lessons.** | **EEF (+3 months) Arts Participation**<br><br>Music is at the heart of the ethos at Ladygrove and funding music lessons ensures that this opportunity is open to all.<br><br>EEF findings cite that:<br>Art participation can have positive impact on other areas of the curriculum.<br>It also indicates that the impact on children should be measured beyond the impact on English and Maths. | 14 |
| **Impact:**<br>• Out of our children learning to play a musical instrument through small group or individual lessons, 32% are entitled to the Pupil Premium Grant. Although this is a smaller percentage than non-Pupil Premium children, it shows that we are given children equity in experiences. | | |
| The funding of educational visits for PPG children based on one trip/ experience per term. The funding of most of the cost of residential visits such as PGL trips and Arthog trips.<br>**Cost: £8,000** | Although there is no EEF findings detailing the impact of educational visits, ensuring that all children have the opportunity for cultural 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 | 1, 15 |

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| | essential. Also, to allow trips to go ahead even where there is not a viable level of parental contributions, this is essential. | |

**Impact:**

- This year our Pupil Premium children have been able to experience the same as their non-PPG peers. They have attended funded residential visits and been on trips to a wide range of locations including; the beach, the zoo, the farm, a variety of museums, canoeing and other outdoor experiences.
- Visitors and events have been used to enhance their learning; concerts, planetariums, historical workshops, and dinosaur days have added to their cultural capital.