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

2024-2025

This statement details our school's use of pupil premium funding for the 2024 to 2025 academic year 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	418
Proportion (%) of pupil premium eligible pupils	25.3%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024/2025 2025/2026 2026/2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
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	**£171,620**
Pupil premium funding carried forward from previous years	**£0**
Total cost of delivery of the Pupil Premium strategy	**£176,091.10**

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 provide equity for Pupil Premium children.
- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For higher percentages of Pupil Premium children to achieve age-related expectations at the end of EYFS, KS1 and KS2.
- ✓ 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 mean 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	Lower attendance rates/ more frequent lateness than non-PPG peer group.
2	Higher rates of persistent absence when compared to non-PPG children.
3	Higher percentages of children accessing the school Early Help offer
4	Some children do not eat breakfast in a morning.
5	Early Language skills are not as developed as all of their peer group.
6	Some children exhibit lower levels of self-esteem which impacts on emotional regulation and social skills.
7	Generally, in EYFS and KS1, children have less developed fine motor skills that their non-PPG peers.
8	Less phonological awareness in EYFS and KS1, resulting in lower numbers of PPG children passing the Year 1 phonic screen.
9	Higher numbers of PPG children have coupled SEND vulnerabilities.
10	Less PPG children achieve ARE at the end of EYFS, KS1 and KS2 in Reading, Writing, Maths and combined attainment than their non-PPG peers.
11	Less PPG children attain Greater Depth in Reading, Writing and Maths than their non-PPG peers
12	Some children do not complete homework or read at home.

13	Not as many PPG children take up offers of wider school activities e.g. attend after-school clubs offered by the school, music lessons, residential visits etc; even though these costs are met by school.
14	Parents can find it hard to fund experiences such as trips and visitors offered by the school
15	Some children do not have access to cultural capital experiences outside of school.

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 improve attendance and punctuality of PPG children.	Ensure attendance of disadvantaged pupils is above 96.5%. Reduction in the number of late marks for PPG children. Reduction in the numbers of PPG children classed as persistently absent. Funded breakfast club places for identified families.
To ensure that PPG are in a ready state to learn.	No PPG children disadvantaged by school uniform/ PE kit/ Swimming kit/ school coats/ lack of shoes. School staff working with families to ensure they can complete FSM forms. Free toast for all PPG children. Funded breakfast club places for identified families. Family Support worker identifying families in need of food parcel support. PPG children that require soft start using it to positively impact on school/learning readiness.
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 in EYFS. Higher percentages of children achieving expected levels in Speech and Language at the end of EYFS. Year on year reduction in the number of PPG accessing Talk-Boost interventions in EYFS, KS1 and KS2.

To develop the emotional regulation skills of PPG children.	Children better able to manage their emotions after accessing social and emotional intervention such as ELSA. Less behaviour incidents for key PPG children logged on CPOMS tracking system. Greater resilience in learning of PPG shown by higher percentages of children achieving in line with their peers in Reading, Writing and Maths.
PPG children to have improved fine/gross motor skills.	PPG children to make accelerated progress, from their starting points, in Physical Development in EYFS. Higher percentages of children achieving expected levels in Physical Development at the end of EYFS. Higher percentages of PPG children achieving in line with their peers in terms of letter formation and handwriting by the end of KS1, measured against the Y2 writing standards. Higher percentages of PPG children achieving in line with their peers in terms of letter formation and handwriting by the end of KS2, measured against the Y6 writing standards. Higher percentages of children achieving in line with their peers in PE in KS1 and KS2. Tracked and monitored through the Get Set for PE assessment tool.
PPG children to attain in line with their peers in the Year 1 Phonic screen.	PPG children achieve national average in the Year 1 Phonic Screen. PPG children making accelerated progress evidenced by Read, Write Inc assessment data.
PPG children to make good progress in Reading.	PPG children heard read in school three times per week by an adult. PPG children making good progress from their starting points in EYFS. PPG children achieve national average progress scores in KS2 Reading. KS1 PPG children to make accelerated progress in reading from their starting points.
PPG children to make good progress in Writing.	PPG children making good progress from their starting points in EYFS. PPG children achieve national average progress scores in KS2 Writing. KS1 PPG children to make accelerated progress in writing from their starting points.

PPG children to make good progress in Mathematics.	PPG children targeted for Maths intervention to develop fluency. PPG children making good progress from their starting points in EYFS. PPG children achieve national average progress scores in KS2 Maths. KS1 PPG children to make accelerated progress in maths from their starting points.
More PPG children achieving combined attainment in Reading, Writing and Maths by the end of KS1 and KS2.	PPG children achieve national combined attainment in KS1 and KS2. Higher amount of PPG children achieving combined attainment.
Higher percentages of PPG children achieving Greater Depth in Reading.	PPG children achieve national average for greater depth Reading in KS1 and KS2.
Higher percentages of PPG children achieving Greater Depth in Maths.	PPG children achieve national average for greater depth Maths in KS1 and KS2.
Higher percentages of PPG children achieving Greater Depth in Writing.	PPG children achieve national average for greater depth Writing in KS1 and KS2.
More PPG children completing homework.	PPG children read with three times a week by an adult in school. PPG children targeted for Maths fluency intervention e.g. Numbots/Times Tables Rock Stars and time given within this to complete tasks set as homework. Homework activities completed with Out of School club staff when attending this provision. Lunchtime homework club accessible by children.
To ensure that PPG are given wider opportunities and experiences to develop their cultural capital.	PPG children attending at least one funded club per half-term. PPG attending all school trips and having access to school visitors. PPG children being able to attend funded residential visits. PPG children having the opportunity to have funded music lessons. School to signpost PPG children to Healthy, Happy Holidays provision and low-cost activities in the school holidays.

Activity in this academic year

This details how we intend to spend our pupil premium to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4, 457

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. (Portal subscription and Oxford Owl) CPD session for all staff who deliver phonics. **Cost: £3,780**	**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.	5, 8, 10, 11
Number sense subscription EYFS - £135 KS1 - £270 KS2 - £270 **Total: £677**	**EEF (+5) Mastery Learning** As a school we purchased the Times Table element on the Number sense subscription last year and carried out CPD with the staff in Year 3 and 4. The impact on our Times Tables results was positive, as it was nationally. The Findings for Number sense Matsh demonstrated that: “Average MTC scores across those schools rose from 19.9 before using the programme to 22.8 for the cohort who had been taught the programme. In 2023 the national average was 20.2, so this represents a shift from around national average to well above”. Our school score was 22.39 for all children and 21.25 for PPG children. This is a shift from 20 for all children the year before. As such we have decided to purchase the other elements of the scheme and carry out the associated CPD to further develop number fluency.	10, 11

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

Budgeted cost: £76, 050.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language intervention in Reception. Identified via the Stoke Speaks Intervention tools. Then children to be given the Talk Boost intervention in EYFS, KS1 and KS2. **Cost: £4,491.60** 5 Talk boost groups across school: Cost of a TA salary to deliver the intervention to children: 3 x per week for 30 minutes	**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 Talk Boost, so this is why it is used to deliver the interventions.	5
EYFS Fiddly Fingers Intervention: TA intervention: 3 x 10 minute intervention a week: **Cost: £260.04** TA intervention: 20 minute x 3 times per week **Cost: £598.88**	**EEF (EYFS +5) Physical Development approaches** Children with lower than expected levels of physical development in fine/ gross motor skills, identified in Reception baseline. Targeted intervention put in place to develop skills through the use of Write Dance intervention (Fine and Gross motor skills), Dough Disco (Fine) and small group fine-motor intervention. For those children who have to master age-appropriate motor skills, we use the Cool Kids programme to support gross motor skills development. This is a	6, 7

KS1/ KS2 Fine and Gross Motor skills	recommended OT programme and involves staff attending a training course. Sensory People – a charity state that "An improvement in their cognitive functions (attention, thinking, language, learning and memory) and physical activity which also has a proven influence on mental health ." Cool Kid's Programme – Sensory People (sensory-people.co.uk) We also use handwriting interventions as well as handwriting lessons to support children. This has been successful in helping children achieve age related expectations.	
Deployment of HLTA in a morning to take phonics groups in Year 1 and Year 2. **Cost: £10,812.90** HLTA morning salary costs.	**EEF (+4) small group tuition &** **EEF (+ 5) systematic phonic teaching** Deployment of additional HLTA to teach phonics groups ensure that children off track receive small groups tuition in a proven phonic scheme of Read, Write Inc.	5, 8, 10, 11
Deployment of TAs to ensure that every Pupil Premium child is heard read x 3 times per week to an adult. **Cost: £35,633.36** Cost of TA salary x 30 mins a week for every pupil premium child in school.	**EEF (+ 5) One to One 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.	8, 10, 11

Teaching time of the Deputy Headteacher Re-directed to target Pupil Premium children in specified cohorts to quickly raise attainment of identified children in Maths by closing gaps in learning. Year 6 Maths x 5 mornings for 60 minutes moving to Year 5 in the summer term. **Cost: £3,107.64**	**EEF (+5) One to one tuition** The EEF describes this as a teacher gives intensive 1:1 support to a child. We have used this approach to close gaps in lower ability children's learning in terms of fluency (inclusion Times Tables, number bond recall, doubling and halving). This aids children's fluency and ability to access the Arithmetic paper at the end of KS2.	10, 11,
Deployment of HLTA in a morning and 2 afternoons to target PPG children in Reading, Writing and Maths. **Cost: £13,696.34**	**EEF (+4) small group tuition** Deployment of additional HLTA to Year 6 teach small groups under the direction of the teacher, to ensure that identified children make accelerated progress. Focussed on gaps in knowledge and understanding.	10, 11,
1:1 Tuition for children in learning their Times Tables across Year 4. Level 2 TA – 2hours per day daily **Cost: £5,709.80**	**EEF (+ 5) One to One Tuition** To ensure that our Pupil Premium children make the best possible progress in Maths fluency, we allocate Teaching Assistants to work with them on unknown Times Tables This is done on a 1:1 basis. This TA has been trained by our Deputy headteacher in the use of Times Tables Rock Stars to identify the Times Tables that need to be worked on. Children are regularly assessed and their progress tracked on a heat-map. We know this strategy works as it is an approach which was taken on in the academic year 23-24 which resulted in our PPG children achieving well in the Multiplication Screen.	10, 11

Maths clubs at lunchtime for children to develop fluency in tables and recall. Year 4 – Times tables Rock Stars Club x 30 minutes sessions 2 times per week. (Level 2 TA) Year 5 – Times tables Rock Stars Club x 30 minutes sessions 2 times per week. (Level 2 TA) Year 6 – Times tables and fluency club x 30 minutes sessions 2 times per week. (Level 2 TA) **Cost: £1,739.64**	**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 children from Year 4 onwards to support children in developing their fluency.	12

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

Budgeted cost: £95,598.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
Our Family Support worker is our attendance champion. She works alongside the school EWO and provides additional support for those families who require intervention due to low attendance levels. Tracking of attendance in line with National figures and breakdown according to vulnerable groups. Carrying out first-day absence home visits in line with school protocols. 0.5 day admin time to support parents who children are classed as a persistent absentee via attendance support plans from Family Support worker. **Cost: covered with Family Support worker salary.**	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.	1, 2, 3

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 Bee U and other professionals such as the school nursing team, organising ELSA provision and supporting children's mental health (SEMH SEND needs) and emotional wellbeing in 1:1 session or in small groups.) **Cost: £36,603**	**EEF (+4) 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 (+7) Metacognition and Self-regulation** Our Inclusion and Wellbeing Manager also works on small group and 1:1 intervention, to support children with managing their emotions and behaviours throughout the day. Starting with Soft-Start in a morning, lunch-club and then sessions with children throughout the day.	1, 2, 3, 6, 9
2 x Pastoral TA (afternoons only) to support in the Pastoral Pod with the Inclusion and Wellbeing Manager in delivering programmes which supports children's emotional wellbeing and self-regulation one afternoon each per week.	**EEF (+4) Social and Emotional Learning** Social and Emotional Interventions which target social and emotional learning seek to improve pupil's interaction	3, 6, 9

ELSA training **£800** Staffing costs for ELSA sessions: **£2,517.90** (2 ½ hours weekly Scale 2 TA)	with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. This supports SEND children with SEMH needs. 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.	
Family Support worker employed 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 and ensuring SEND needs are met. **Cost: £27,065**	**EEF (+4) 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.	1, 2, 3, 4, 6, 9, 12.
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. Breakfast club for 6 children throughout the academic year: **Cost: £3,217.50** Cost of in class breakfast club for Reception Children **Cost: £300**	**EEF (+2) breakfast club attendance** Data from the EEF 2019 indicates that attendance at Magic 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 those who	1, 2, 3, 4, 6

Breakfast bagels costs	are persistently late. We also support families for short term interventions when things are difficult at home. We have used this strategy for the last 3 years and it impacted positively on attendance and outcomes for children.	
Funded toast for children entitled to PPG. PPG parents to e-mail school so it as provided free of charge. 119 PPG children funded at £1.25 per week x 38 weeks. **Cost: £5,652.50**	**EEF (+7) Meta Cognition and 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.	3, 4, 6
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	**EEF (+ 4) Social and Emotional Support** for children who are accessing social and	3, 6

training by the Inclusion and Wellbeing manger **Cost: £375 Future in Mind**	emotional support within the Primary School.	
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 = £8,568** (Based on 119 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)	**EEF (+3 months) Arts Participation** **EEF (+1 month) Physical Activity** 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.	13, 14, 15
Current provision for Children in Care and children removed from Care for Pupil Premium purposes **£2,500** **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	13, 14, 15

	measured beyond the impact on English and Maths.	
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. **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 essential. Also, to allow trips to go ahead even where there is not a viable level of parental contributions, this is essential.	13, 14, 15