

Ladywood Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	214 (including 16 FS1) Autumn 2024
Proportion (%) of pupil premium eligible pupils	39.4% (FS2 – Y6)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	C Grainger-Roystone
Pupil premium lead	C Grainger-Roystone
Governor / Trustee lead	E Eland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£123,440
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£123,440

Part A: Pupil premium strategy plan

Statement of intent

At Ladywood Primary School we believe that every child deserves the opportunity to receive a broad, challenging, exciting, enjoyable and relevant curriculum. Our intention is that all pupils, irrespective of their background or the challenges they face, have the support and resources available to help them make good progress and reach their full potential. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges and barriers to learning faced by our disadvantaged pupils, such as poor/delayed language and communication skills, lack of confidence, attendance and behaviour issues. There may be complex situations that prevent children from engaging in learning and we recognise that these challenges are varied and that each child's needs will be different.

We want our children to be knowledgeable of the world around them and to develop the skills and values needed to succeed. We have high expectations of all pupils and staff and acknowledge that high quality teaching is the most important lever schools have to improve pupil attainment outcomes for all students, including those who are more disadvantaged.

Our disadvantaged pupils are specifically targeted to ensure that, as well as receiving high quality teaching, additional and enhanced support is provided with a focus on areas in which disadvantaged pupils require the most support to enable them to fulfil their potential and achieve at least in line with their peers. To ensure our approach is effective we will:

- Ensure all pupils, including disadvantaged are challenged in the work that they're set
- Adopt an individual approach to address barriers to learning
- Deliver high quality teaching
- Have robust monitoring systems in place to ensure early intervention based on data

Challenges

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

Challenge number	Detail of challenge
1	Low entry point of children. % of children entering EYFS with poor speaking, listening and communication skills
2	Evidence of knowledge gaps leading to pupils falling further behind ARE, especially in phonics/literacy
3	Sustain levels of attendance of PP/disadvantaged pupils in line with that of non-PP pupils
4	Pupils and families with significant social and emotional difficulties; pupils with attachment difficulties and poor emotional literacy who require support to plug gaps in social, emotional and relational education to enable them to be ready to learn academically.
5	Pupils with limited experience beyond their home life and immediate community; low engagement in wider curricular opportunities by dis-advantaged pupils impacted further by national cost of living crisis
6	Significant increase in families requiring additional support. Inclusion Manager manages 15+ Early Help Assessments at any given time, providing support to families in many areas, often working in collaboration with external agencies with the aim of improving outcomes for these families. External factors affect attendance, home learning support and social-emotional wellbeing, all of which may hinder academic progress.

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 equip pupils with the skills they need to develop in order to deal with a range of different talk situations	<p>Assessments and observations indicate significantly improved oral language</p> <p>Pupils will demonstrate increased use of age appropriate physical, linguistic, cognitive and social and emotional skills to converse in a variety of talk situations</p>
RWI embedded in EYFS and KS1 and all pupils assessed in line with the programme, where issues are addressed tutoring is in place (HLTA) to enable a 'keep up not catch up' approach	Outcomes in the phonics screening check continue to increase and are in line with national
To continue to develop a reading for pleasure culture within Ladywood Primary School to improve fluency at all levels and support progress across the curriculum	<ul style="list-style-type: none"> By the end of Year 1 (Y2 for SEND) pupils will have the mechanics to read as they will know the 44 common sounds in the English Language to be able to decode, encode and blend for reading.

	<ul style="list-style-type: none"> • By the end of KS1 the vast majority of pupils will read with fluency and speed (90 words per minute) and thus some independence and automaticity. • By the end of LKS2 the vast majority of pupils will read with fluency and speed (100-120 words per minute) and thus increasing independence and automaticity. • By the end of UKS2 the vast majority of pupils will read with fluency and speed (135-150 words per minute) and thus independence and automaticity. • By the end of Autumn term 24/25 all target KS2 readers will have access to our Horizon library (Hi-Lo books) to develop a love of reading • All target KS2 readers to read to class adult frequently (daily wherever possible) and progress to be evident
To sustain improved attendance at Ladywood for all pupils but particularly those who are disadvantaged	<ul style="list-style-type: none"> • Ladywood will achieve attendance percentages above the Barnsley LA and National averages • There will be less than 20% of pupils with late marks and reacting to lateness will be in line with ECM policy • The gap between the overall attendance of PP pupils and that of other pupils to be reduced in comparison to 2023/24.
Identify & sustain improved wellbeing of target pupils, particularly those who are disadvantaged	<p>Effective procedures (Increased* TA support and Inclusion role) in place to identify and support families and children to work together to alleviate/remove barriers to learning.</p> <p>Identified pupils will make progress evidenced through Incredible Me program. Positive relationships will be evident between all staff and pupils.</p> <p>TA capacity increased to support high number of pupils identified with significant SEMH needs</p>
Barriers to participation removed to increase numbers of disadvantaged pupils participating in a range of enrichment and wider curricular activities	There will be an increased number of PP pupils engaged in activities, supporting efforts to improve attendance.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 24,371

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Focused CPD for the consistent high quality delivery of RWI programme, including related interventions and tutoring. CPD may be delivered internally by reading lead and externally</i>	EEF Phonics toolkit strand https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics There is strong evidence that indicates a well delivered phonics programme will have a positive impact on the accuracy of word reading, particularly for disadvantaged pupils	1,2
SLT/middle leaders to ensure all class teachers are using quality first teaching strategies to support children within every subject in the classroom. Fund teacher release time to enable leaders to support and access CPD both at Trust level and externally. Increased time available for core subject leads and SENCo	Multiple sources of evidence citing the importance of ongoing CPD for teachers, including https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit Teacher feedback to improve learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback Individualised instruction to improve attainment https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1,2
Recruitment to Increase capacity to provide targeted support to disadvantaged pupils	Reducing the ratio of pupils to teacher allows for closer interaction between educators and pupils (EEF) One-one tuition – EEF toolkit Effective Social and Emotional Learning (SEL) can lead to learning gains of +4 months over the course of a year Improving SEL in primary schools EEF guidance	2,4,5,6

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

Budgeted cost: £77,877

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>ECM Oracy intent – targeted oral language and literacy sessions for EYFS and KS1 children to support basic language development</i></p> <p>Improve 'Hi-Lo' book selection to support KS2 pupils in need of additional support</p> <p>Se 'no pens day' activities to promote and provide opportunities for oral interventions linked to curriculum</p>	<p>Evidence suggests that Oral language interventions that explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school, and when they involve active and meaningful use of any new vocabulary.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://www.eif.org.uk/blog/closing-the-word-gap-learning-from-five-areas-who-have-gained-ground</p>	1,2,4,6
<p><i>Additional phonics sessions targeted at all pupils but including disadvantaged pupils requiring support</i></p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, targeted interventions are shown to be more effective when delivered as regular sessions</p> <p>One-one tuition – EEF toolkit EEF phonics toolkit</p>	1,2
<p>Targeted support/School led tutoring in identified areas of need, for individuals and small groups of pupils, a significant number of the children who require tutoring and interventions are disadvantaged.</p>	<p>Both one-to-one and small group tuition, targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those at risk of falling behind.</p> <p>One to One Tuition: EEF Toolkit strand Small Group Tuition</p> <p>EEF research shows that TAs can provide a large positive impact on learner outcomes and that this has a higher impact where they are trained to deliver an interventions to small groups or individuals</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1,2,4,6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 44,135

Activity	Evidence that supports this approach	Challenge number(s) addressed
To facilitate and increase the engagement of families through effective home school partnerships, thereby closing the gap; Full-time Inclusion Leader to work with targeted families	<p>Evidence to suggest that personalised support to remove barriers to learning through Inclusion Manager can have a positive impact on outcomes for disadvantaged pupils, parents and families</p> <p>EEF teaching learning toolkit – parental engagement</p> <p>Improving SEL in primary schools EEF guidance</p>	4,6
<p>Early identification of children with social/emotional difficulties and action taken.</p> <ul style="list-style-type: none"> - Support packages developed with school staff - Incredible Me plans and interventions - Provide Play Therapy programmes of support - <i>Links with other professionals such as Compass B</i> 	<p>Learning coping techniques as early intervention is key to producing well rounded individuals who grow up to be resilient adults and are more likely to achieve their preferred future. This avoids their dependence on services in their adult life.</p> <p>Effective Social and Emotional Learning (SEL) can lead to learning gains of +4 months over the course of a year</p> <p>Improving SEL in primary schools EEF guidance</p>	4,6
<p>Work alongside support/intervention from EWO to address barriers to improve and sustain attendance outcomes</p> <ul style="list-style-type: none"> - Attendance closely monitored and follow-up procedures in place e.g. daily calls and home visits - Regular reviews with EWO and meeting arranged in timely manner where concerns arise - Attendance celebration and initiatives to recognise and reward good or improving attendance. - Link with Inclusion Manager role for additional support 	<p>Evidence to support schools actions to raise and sustain improved attendance with clear links between attendance, attainment and behaviour, and in the context of increased levels of absence since Covid-19 attendance remains a challenge and priority</p> <p>Strategies to promote good attendance EEF</p>	3,6

<ul style="list-style-type: none"> - EWO service support - Breakfast club availability to offer social start to the school day may support attendance 		
<p>Opportunities created to ensure disadvantaged pupils are able to engage in enrichment activities:</p> <ul style="list-style-type: none"> - Subsidised musical instrument tuition, participation in a choir (e.g Young Voices). - Residential trips subsidised for disadvantaged pupils - Theatre performances/workshops costs covered or significantly subsidised - A range of after school clubs offered free of charge 	<p>Engagement across the arts has significant cognitive benefits and raises self confidence increasing progress</p> <p>The EEF recognise that learning a musical instrument is associated with improved wider educational outcomes for children, from their early years through to secondary school. EEF: Impact of arts education on the cognitive and non-cognitive outcomes of school-aged children</p> <p>Arts participation EEF</p>	<p>5</p>

Total budgeted cost: £ 146,383

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Ladywood Data July 2024 PP children V Local Authority 2024 PP children

F2 GLD

	% OF COHORT	July 2024 GLD	National GLD	Local Authority GLD
ALL		67%	68%	68%
PP	20%	17%	X	57%
NON-PP	80%	80%	X	72%

Ladywood PP children in F2 performed below LA PP F2 children BUT at Ladywood 5/7 PP children are also on the SEND register and this limited their progress.

Year 1 Phonics

	% OF COHORT	July 2024 Phonics	National Phonics	Local Authority Phonics
ALL		88%	80%	87%
PP	39%	83%	68%	78%
NON-PP	61%	90%	X	90%

Ladywood PP children outperformed National and Local Authority PP children in Y1 Phonics highlighting the success of the PP funding invested in RWI and 1:1 keep up tutoring in EYFS and KS1.

Year 2

	% OF COHORT	July 2024 Reading	Local Authority Reading	July 2024 Writing	Local Authority Writing	July 2024 Maths	Local Authority Maths
ALL		76%	74%	64%	64%	52%	73%
PP	48%	64%	62%	55%	51%	36%	59%
NON-PP	52%	86%	79%	71%	70%	64%	78%

In July 2024 5/8 PP children were also on the SEND register. Despite this Ladywood PP children in Y2 outperformed Local Authority Y2 children in Reading and Writing as a result of PP funding invested in Reading.

Ladywood PP children performed below their Local Authority counterparts in Maths – this was a curriculum issue at Ladywood.

Y4 MTC

	% OF COHORT	July 2024 MTC 25/25	National MTC 25/25	Local Authority MTC 25/25		July 2024 MTC Average Score	Local Authority MTC Average Score
ALL		62%	34%	X		22.6	21.8
PP	27%	56%	X	X		23.2	20.3
NON-PP	63%	65%	X	X		22.4	22.5

Ladywood PP children in Y4 outperformed the Local Authority in the MTC check.

Year 6

	% of Cohort	July 2024 Read	Nat Read	LA Read	July 2024 Write	Nat Write	LA Write	July 2024 Maths	Nat Maths	LA Maths
ALL		64%	74%	73%	82%	72%	71%	68%	73%	75%
PP	50%	46%	X	62%	69%	X	59%	46%	X	63%
NON-PP	50%	80%	X	79%	93%	X	76%	87%	X	81%

Ladywood PP children in Y6 performed below the Local Authority Y6 PP children in Reading, Writing and Maths. Only 4/14 PP children were also on the SEND register. Some children were hard to shift following lack of engagement during COVID despite the schools best endeavours ie targeted intervention (boosters) not attended despite being offered. On a positive note some PP children did achieve Greater depth in each area of the curriculum.

Attendance

	2020/21	2021/22	2022/23	2023/24
Pupil Premium	92.66%	91.7%	93.3%	93.1%
Non Pupil Premium	96.85%	93.5%	94.3%	95.6%
Difference	4.19%	1.8%	1%	2.5%

From 2020/21 to 2022/23 the difference between the attendance of PP children and non-PP children at Ladywood decreased rapidly highlighting the positive effect of PP funding spent on well-being programmes and EWO support. The difference did increase slightly in 2023/24 which was an effect of a PP non-attender (Y6) and 2 severe SEND/PP sisters who were on partial timetables.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Incredible Me	ECM Academy Trust
Read Write Inc.	Oxford University Press