Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021/22 to 2023/24 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	Ladywood Primary School
Number of pupils in school	200 (R-Y6)
Proportion (%) of pupil premium eligible pupils	42% (83 children)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-22 2022-23 2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	C Grainger-Roystone
Pupil premium lead	C Grainger-Roystone
Governor / Trustee lead	Liz Eland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,490 (78 pupils @ Sept 2023) £12,650 (pupil premium + pupils)
Recovery premium funding allocation this academic year	£12,035 (@ Sept 2023)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£138,175

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, as recognised by the EEF, 'great teaching is the most important lever schools have to improve pupil attainment outcomes for disadvantaged students'.

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 and links to the priorities highlighted within the current school development plan (SDP).

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	Attendance of PP/disadvantaged pupils is lower than that of non-PP pupils
4	Pupils and families with 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

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 (SDP 4)	Pupils will demonstrate age appropriate physical, linguistic, cognitive and social and emotional skills to converse in a variety of talk situations
To develop a reading for pleasure culture within Ladywood Primary School to improve fluency at all levels and support progress across the curriculum (SDP 1)	• 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 de-code, encode and blend for reading. • 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.
To ensure that overall attendance at Ladywood is above both local and national averages (SDP 7)	• 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 pupils with SEND and that of other pupils to be reduced in comparison to 2022/23. • The gap between the number of persistent absentees who have SEND and other pupils who are persistent absentees to be reduced in comparison to 2022/23.
Identify & sustain improved wellbeing of target pupils, particularly those who are disadvantaged (SDP 6)	Effective procedures (KATA support and Inclusion role) in place to identify and support families and children to work together to alleviate/remove barriers to learning. Identified pupils will make progress evidenced through Incredible Me program. Positive relationships will be evident between all staff and pupils.
Increased numbers of disadvantaged pupils participate 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 (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £27,115

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff to have the knowledge and skills to deliver Incredible Me SEMH programme with pupils requiring additional social and emotional input. Class teachers to benefit from Professional Development to support children within the classroom. Teaching and Support staff CPD Additional TA to support KS1 need	Effective Professional Development Guidance Report https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development&utm_medium=search&utm_campaign=site_search&search_term=effective%20development https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	4 £21065
• All new staff to receive RWInc training.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2 £3050

• The Reading Leader will continue to monitor and assess both the delivery of RWInc and the progress of pupils. • The Reading Leader will continue to deliver weekly CPD sessions to the Early Reading Team using the RWInc portal. • Additional phonic tutoring will be provided to pupils to ensure they keep up with their peers. • All school reading areas, (indoor and outdoor) and the school library will be sociable spaces displaying front facing books and recommendations. • Books will be available for enjoyment during play and lunch times.		
SLT/middle leaders to ensure all class teachers are using quality first teaching strategies to support children within every subject in the classroom.	EEF research supports the most effective strategy is Wave 1 quality first teaching. Using pupil premium | EEF (educationendowmentfoundation.org.uk) 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	2 £3000

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

Budgeted cost: £67,296

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff will implement the ECM Oracy intent – staff CPD	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1 £1694
Key attachment adults (KATA) across key stage groups to establish strong relationships and overcome barriers to learning. Incredible Me delivery (group and 1:1)	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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4 £8803
HLTA targeted support to disadvantaged and SEND pupils to improve literacy and wider learning	EEF research recognises that quality first teaching is the most important level and that TA support is most effective when it supplements teaching https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2 £23258
Targeted, structured interventions for children across EYFS to Y6 (AUT term Y2,4,6) using recovery and PP	https://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring	2 £9800

funding to support pupils to keep up. Additional interventions managed by experienced teachers/known adults	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
Small group tuition for cohort specific identified needs (KATA targeted support) 1:1 tutoring	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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2 £23741

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

Budgeted cost: £43,764

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	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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5 £31654
Remove barriers to learning Ensure all children have healthy breakfast at the start of the day Ensure all children have the opportunity to participate in activities that enhance and	Cost has been seen to be a barrier to participation in the past and also to have wider curriculum impacts when attendance is affected as a result. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	5 £3010

broaden the curriculum and their learning experiences. Allocate funds for each year group to provide enrichment and minimise cost as a barrier to attendance/participation for families. To include annual residential visit for Y5.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast?utm_source=/projects-and-evaluation/projects/magic-breakfast&utm_medium=search&utm_campaign=site_search&search_term=magic	
Work alongside support/intervention from EWO to address barriers and improve attendance outcomes Introduce rewards/incentives to recognise and reward improving attendance. Use breakfast club to encourage attendance and reduce lateness	There is a clear link between poor attendance and lower academic achievement https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4/2018-19 https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast?utm_source=/projects-and-evaluation/projects/magic-breakfast&utm_medium=search&utm_campaign=site_search&search_term=magic	3 £3400
Provide Play Therapy programmes of support to targeted pupils. Individual therapy sessions to provide opportunities for pupils to access additional mental health support	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.	4 £5700

Total budgeted cost: £138,175

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022/23 academic year.

Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.

Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are.

You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.

2022/2023 Ladywood Performance Data notes
EYFS
- Girls outperformed girls but high percentage of males and males with SEND in cohort.
- SEND and Non-SEND comparable
- FSM and Non-FSM – no difference.

Year 1 Phonics
- Girls outperformed boys but high percentage of SEND boys – SEND the issue
- Non-SEND outperformed SEND
- Non-FSM outperformed FSM

Year 2 / END KS1 Phonics
- 10 retakes – 50% pass rate – issue = severe SEND pupils

Year 2 - End of KS1
- Reading and Maths boys outperformed girls but only by 1 pupil. Writing girls outperformed boys = approx. 5 pupils.
- Non-SEND pupils performed highly. SEND = the issue
- Non-PP pupils performed highly. PP pupils = an issue
- Approx. 14 pupils are both SEND and PP

Year 4 - MTC
- Boys outperform girls by a big difference
- SEND boys did better than SEND girls
- Non-FSM outperform FSM by approx. 6 pupils

Year 6 – End of KS2
- Boys outperform girls in all subjects significantly – cohort with several able boys throughout school.
- Boys made better progress than girls in Reading and Maths but girls progress better than boys in writing.
- Non-SEND outperformed SEND in all subjects significantly.
- Non-SEND percentages in all subjects acceptable given the cohort but lower than National
- SEND progress better than Non-SEND in Reading and Writing but not in Maths.
- Non-PP outperformed PP in all subjects

- Non-PP percentages in all subjects acceptable given cohort but lower than National
- Non-PP progress much higher than PP progress in all subjects.

<u>Summary</u>

From the analysis above we would conclude that the progress issues at Ladywood are cohort specific and not determined by poor quality of education for any given group by gender, SEND or Disadvantage.

Ladywood v National - 3 Year Data Log

	2019			2022			2023		
	National	Ladywood	LvN	National	Ladywood	LvN	National	Ladywood	LvN
EYFS GLD	72%	67%	<	72%	66%	>	67%	67%	=
Phonics Y1	82%	72%	<	75%	67%	<	80%	81%	>
End of KS1 Phonics	91%	80%	<	82%	90%	>	79%	82%	?
Key Stage 1	Read 75%	Read 70%	<	Read 68%	Read 63%	<	Read 68% GD = 18%	Read 71% GD = 14%	> <
	Write 75%	Write 70%	<	Write 59%	Write 60%	>	Write 59% GD = 8%	Write 61% GD = 18%	> >
	Maths 83%	Maths 73%	<	Maths 71%	Maths 70%	<	Maths 70% GD = 16%	Maths 71% GD = 18%	> >
	Combined 65%	Combined 70%	>	Combined 58%	Combined 60%	>	Combined 55%	Combined 61%	>
Y4 MTC	X	X		X	20+ = 56% 25/25 = 24%		20.4 = National Average score 25/25 =31%	20.8 = Average score 20+ = 67% 25/25 = 37%	> >
Key Stage 2	Read 73%	Read 73%	=	Read 74%	Read 66%	<	Read 73% GD = 29%	Read 55% GD = 17%	<
	Write 78%	Write 67%	<	Write 69%	Write 62%	<	Write 71% GD = 13%	Write 59% GD = 3%	<
	Maths 79%	Maths 80%	>	Maths 71%	Maths 79%	>	Maths 73% GD = 24%	Maths 59% GD = 17%	<

GPS 78%	GPS 77%	<	GPS 78%	GPS 72%	<	GPS 72% GD = 30%	GPS 55% GD = 17%	<
Combined 65%	Combined 67%	>	Combined 59%	Combined 59%	=	Combined 59%	Combined 48%	<
Science 83%	Science 77%	<	Science X	Science 79%		Science 80%	Science 69%	<

2020 and 2021 no data due to COVID / 2023 data unvalidated

Attendance

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

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Not applicable (we now have 2 service children but they were not on roll @ census so funding has not been allocated yet)
What was the impact of that spending on service pupil premium eligible pupils?	Not applicable