

## Pupil Premium Strategy Statement 2023-2024 – Lyppard Grange Primary School

This statement details our school's use of pupil premium (and recovery 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	420
Proportion (%) of pupil premium eligible pupils	50 pupils (12%)
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	19 September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Becky Thorp
Pupil premium lead	Hannah Brown
Governor / Trustee lead	Lucy Hodgson

### Funding overview

Detail	Amount
Pupil premium funding allocation 2023-2024	£ 90 990
Recovery premium funding allocation this academic year	£ 8 120
Pupil premium (and recovery premium*) funding carried forward from previous years	£ 0
<b>Total budget for this academic year</b>	<b>£ 99 110</b>

## Part A: Pupil Premium Strategy Plan

### Statement of intent

At Lyppard Grange Primary School, we aim for our pupils to maximise their academic, social, emotional, and behavioural potential in order for them to have high aspirations and a love of lifelong learning.

**We have identified our Pupil Premium children as having the following barriers to future attainment:**

- **Attendance and Punctuality.** Attendance and punctuality of Pupil Premium children at our school is currently lower than that of their non Pupil Premium peers. Given the importance of attendance, promoting attendance and punctuality continues to be an area of focus.
- **Opportunities for enrichment activities.** Historically Pupil Premium children do not achieve in line with their non Pupil Premium peers in core areas such as Maths and English. We aim to close the gap by providing enrichment activities that enable them to boost their self-esteem by discovering new interests and talents.
- **Additional SEND needs such as moderate or specific learning needs.** A percentage of our Pupil Premium children also have Special Educational Needs that leave them more vulnerable to underachievement in relation to their non-SEND peers.
- **Specific social, emotional and mental health needs which affect their learning.** A significant number of our Pupil Premium children experience poor mental health. Our SEMH provision continues to provide targeted support for these children alongside our whole school approach to SEMH.

**We aim to**

- **Improve outcomes for Pupil Premium children so that the gap between Pupil Premium and non-Pupil Premium children is narrowed.**
- **Improve attendance for our Pupil Premium children so that attendance figures compare favourably to non-Pupil Premium children both in school and nationally.**
- **Develop the knowledge of pupil's individual social and emotional needs which affect their learning and improve their readiness to learn.**

- **Enrich their educational and life experiences through educational visits and experiences that are either fully or partly funded.**
- **Increase progress and attainment for Pupil Premium children across the wider curriculum so pupils discover interests and talents and foster a lifelong love of learning.**

Our strategy is based on providing quality first teaching for all, targeted teaching support, wider strategies including enrichment activities, and using individualised approaches for children with specific needs.

Ongoing reviews of impact take place termly using a variety of monitoring activities including: Pupil Progress Meetings, Work Scrutiny, Data Analysis, SEND/Intervention Reviews, Learning Walks, Lesson Observations, Internal tracking information, and Pupil Voice. This evidence is used to inform our future Pupil Premium Strategy.

Below is detailed how we intend to spend our Pupil Premium funding **this academic year** to address the challenges listed above. The funding will be used mainly to supplement our budget allocations within:

- Achievement in core subjects - closing the gaps in learning between Pupil Premium and their non-Pupil Premium peers.
- Achievement in the wider curriculum - providing enrichment opportunities.
- Providing support for Social, Emotional and Mental Health.
- Individualised support - SEND needs that require an increase in support outside of SEND funding.
- CPD within core priorities.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Attendance:</b>

	Pupil Premium pupils have, historically, lower attendance than their non-pupil premium peers. The gap between these two groups was greater than 2% last year.
2	<b>Social, emotional and mental health needs:</b> A significant number of pupil premium children experience poorer mental health than their non-pupil premium peers. Their emotional literacy limits their resilience and their capacity to learn.
3	<b>Variable support at home:</b> Some children are less well supported at home with elements such as homework and regular reading practice. Some children do not have access to a calm, quiet space in which to study.
4	<b>SEND:</b> A greater proportion of pupil premium children (25%) have special or additional needs than the proportion of non-pupil premium children (15%).
5	<b>Access to extension and enrichment activities:</b> Children entitled to pupil premium broadly have a paucity of experience when compared to their non-pupil premium peers. This impacts on a range of elements from life skills, e.g., swimming, to academic progress – having experiences on which to draw when writing.

## 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
Improve the attendance of pupil premium children	Narrow the gap between pupil premium and non-pupil premium children by increasing the attendance of PPG children.
Support the social, emotional, and mental health of PPG pupils through building resilience and improving emotional literacy	Individuals' academic progress will show that the impact of adversity is reduced.
Improve academic outcomes regardless of home circumstances	Narrow the gap in attainment and progress between pupil premium and non-pupil premium children
Ensure that pupil premium children with SEND, are supported to make progress against their individual targets	Monitoring data and reviews show that pupil premium children with SEND are achieving their individual targets.
Ensure that pupil premium children are able to participate in the full range of enrichment activities including visits and after school clubs.	<p>The number of pupils participating in enrichment activities increases from an initial baseline.</p> <p>All pupil premium children participate in single day educational visits and increased number participate in residential visits.</p>

## 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: £3 562**

Activity & Cost	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching assistant support allocated to EYFS Autumn 1 £3,562	EEF evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments.	1, 2, 3
Refresher training on supporting social, emotional, and mental health needs	EEF evidence shows supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice	1, 2

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

**Budgeted cost: £105 855**

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

Provision of teaching assistant for EYFS to provide intervention activities  £12,627	EEF evidence shows high quality teaching should reduce the need for extra support for all pupils. However, it is likely that some pupils will require additional support in the form of high quality, structured interventions to make progress, or to catch up with their peers. Small group and one-to-one interventions provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals. They can be powerful tools, but must be used carefully.	1, 2, 3, 4
Provision of teaching assistant for Year 1 to provide intervention activities – mornings only  £10 526	EEF evidence shows high quality teaching should reduce the need for extra support for all pupils. However, it is likely that some pupils will require additional support in the form of high quality, structured interventions to make progress, or to catch up with their peers. Small group and one-to-one interventions provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals. They can be powerful tools, but must be used carefully.	1, 2, 3, 4
Provision of teaching assistant for Year 2 to provide intervention activities – afternoons only  £8 363	EEF evidence shows high quality teaching should reduce the need for extra support for all pupils. However, it is likely that some pupils will require additional support in the form of high quality, structured interventions to make progress, or to catch up with their peers. Small group and one-to-one interventions provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals. They can be powerful tools, but must be used carefully.	1, 2, 3, 4
Provision of teaching assistant for Year 3 to provide intervention activities – afternoons only  £8 260	EEF evidence shows high quality teaching should reduce the need for extra support for all pupils. However, it is likely that some pupils will require additional support in the form of high quality, structured interventions to make progress, or to catch up with their peers. Small group and one-to-one interventions provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals. They can be powerful tools, but must be used carefully.	1, 2, 3, 4
Provision of teaching assistant for Year 4 to provide intervention activities – afternoons only	EEF evidence shows high quality teaching should reduce the need for extra support for all pupils. However, it is likely that some pupils will require additional support in the form of high quality, structured interventions to make progress, or to catch up with their peers. Small group and one-to-one interventions provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals. They can be powerful tools, but must be used carefully.	1, 2, 3, 4

£8 135		
Provision of teaching assistant for Year 5 to provide intervention activities – afternoons only  £6 969	EEF evidence shows high quality teaching should reduce the need for extra support for all pupils. However, it is likely that some pupils will require additional support in the form of high quality, structured interventions to make progress, or to catch up with their peers. Small group and one-to-one interventions provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals. They can be powerful tools, but must be used carefully.	1, 2, 3, 4
Provision of teaching assistant for Year 6 to provide intervention activities – afternoons only  £8 310	EEF evidence shows high quality teaching should reduce the need for extra support for all pupils. However, it is likely that some pupils will require additional support in the form of high quality, structured interventions to make progress, or to catch up with their peers. Small group and one-to-one interventions provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals. They can be powerful tools, but must be used carefully.	1, 2, 3, 4
Provision of dedicated Emotional Literacy Support Assistant  £25 405	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions	1, 2
Targeted reading support providing one to one weekly reading for individuals in KS1 (Funded from Covid Recovery Funds) £6 585	Reading interventions emphasise the importance of reading as the gateway to success across the curriculum. It is a starting point to improving overall Literacy skills and broader attainment. Our Recovery Curriculum has a specific focus on language and communication within KS1 to ensure the legacy of Covid lockdowns and limitations are tackled.	3, 4
Contribution to National tutoring programme costs  £9 425	EEF guidance suggests that intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact	3, 4
AJB sports provision – enabling targeted academic provision by teachers during PE curriculum time  £1 250	Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning	1, 2, 3, 5

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

Budgeted cost: £23 632

Activity	Evidence that supports this approach	Challenge number(s) addressed
AJB sports coaching providing sports coaching for pupils £1 250	The EEF argues that extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning	1, 2, 3, 5
Relax Kids £3 000	EEF evidence shows the benefits of using a range of strategies to teach key skills, both in dedicated time, and in everyday teaching. Self-awareness: expand children’s emotional vocabulary and support them to express emotions. Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions	1, 2, 3
Single day visits – 100% subsidy for PPG pupils £4 500  Residential visits 50% subsidy for PPG pupils: London £1 600  Pioneer Centre £1 400	Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning	3, 5
After-school clubs 100% subsidy £2 400	Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning	3, 5
Music Tuition - first instrument 100% subsidy £5 194	Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning	3, 5

Therapy Dog £500	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions	3
Gardening for Wellbeing £3 588	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions	1, 2, 4, 5

**Total budgeted cost: £133 049.00**

## Part B: Review of the previous academic year (2022-2023)

### Outcomes for disadvantaged pupils

*\*Progress data given for pupils for whom comparative date is available*

<b>Early Years Foundation Stage</b>
<p>5 pupils benefited from PPG - 3 PPG; 1 PPG+; 1 Service Premium 3 boys; 2 girls 3 SEND</p> <p>60% GLD (vs. 72% all pupils; 73% non-PPG) Average ELG's met: 17/19; 3 children met all ELGs &amp; 1 met 18 out of 19 ELGs. Pupil premium funds an additional teaching assistant in EYFS, providing targeted intervention to support children benefiting from PPG.</p>
<b>Year 1</b>
<p>8 pupils benefited from PPG - 6 PPG; 1 Service Premium 4 boys; 4 girls 4 SEND</p> <p>Reading 100% made expected progress Writing 100% made expected progress Maths 100% made expected progress Phonics 50% met the threshold; 2 children disapplied.</p>
<b>Year 2</b>
<p>10 pupils benefited from PPG; 9 PPG; 1 CPLA 4 boys; 6 girls 3 SEND</p> <p>KS1 Attainment at Age-related Expectations: Reading: 50% (vs. 66.7% all pupils; 70% non-PPG); 80% made expected progress</p>

*Writing: 40% (vs. 63.3% all pupils; 68% non-PPG); 70% made expected progress*  
*Maths: 60% (vs. 70% all pupils; 72% non-PPG); 90% made expected progress*  
*Phonics: Both children required to take the phonics screening test in Year 2 met the threshold. Therefore 90% (9/10) of PPG children in this cohort met the threshold by the end of Year 2 in phonics. The child who did not meet the threshold has an EHCP and is working at Pre-Key Stage standards.*

### **Year 3**

*6 pupils benefited from PPG*

*3 boys; 3 girls*

*2 SEND*

Reading 100% made expected progress

Writing 100% made expected progress

Maths 100% made expected progress

### **Year 4**

*7 pupils benefited from PPG*

*2 boys; 5 girls*

*2 SEND*

Reading 100% made expected progress

Writing 100% made at least expected progress; 14% made better than expected progress

Maths 86% made at least expected progress; 14% made better than expected progress

### **Year 5**

*8 pupils benefited from PPG; 6 PPG & 2 CPLA*

*5 boys; 3 girls*

*2 SEND*

Reading 100% made expected progress

Writing 100% made expected progress

Maths 100% made at least expected progress; 13% made better than expected progress.

### **Year 6**

*14 pupils benefited from PPG; 12 PPG & 2 CPLA*

*6 boys; 8 girls*

*3 SEND*

Reading 57% made at least expected progress; 7% made better than expected progress

Writing 43% made at least expected progress; 7% made better than expected progress

Maths 64% made at least expected progress; 14% made better than expected progress

### **Whole school**

*Attendance: 93.4% PPG (58 pupils\*); 95.9% Non-PPG*

*NB. 2 pupils from Ukraine remained on roll through June and July although absent from school and 3 PPG pupils had significant medical needs and related absence.*

### **Emotional and Mental Health Needs**

Social, emotional, and mental health needs are a barrier to progress for a large percentage of children benefiting from Pupil Premium. School has an established programme of support for pupils with these needs. This includes access to: -

- Targeted Emotional Wellbeing therapy sessions
- Small group work focused on
  - social skills
  - emotional literacy
  - transition to next stage of education
- Relax Kids (provides children with a range of tools and techniques to help calm their body and mind)
- Gardening for Wellbeing
- Therapy Dog
- Emotional Wellbeing Drop-in
- Bereavement support
- Trauma support

Internal tracking information together with anecdotal evidence, including feedback from pupils, parents and staff, indicates that all of this activity is having a positive impact on children, supporting them to have positive mental health and emotional wellbeing. This has enabled these children to better access learning and make progress. Of 58 pupils benefiting from Pupil Premium, 34 (59%) were supported through this provision.

#### **Recovery Premium**

All KS1 children benefiting from PPG, had additional weekly one to one reading with an adult throughout the academic year.

#### **National Tutoring Programme**

All children from year 2 to 6, benefiting from PPG, had small group intervention funded by the National Tutoring Programme.

### **Externally provided programmes**

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

<b>Programme</b>	<b>Provider</b>
Relax Kids	Relax Kids
Sports Coaching	AJB Sports
Musical Instrument Tuition	Severn Arts
Rock Steady Band Tuition	Rock Steady