



## Pupil premium strategy statement – Ladybarn 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
School name	Ladybarn Primary School
Number of pupils in school	483
Proportion (%) of pupil premium eligible pupils	41.6%
Academic year/years that our current pupil premium strategy plan covers	2022/23
Date this statement was published	1/12/22
Date on which it will be reviewed	22/6/23
Statement authorised by	Lisa Vyas
Pupil premium lead	Ian Caldwell
Governor / Trustee lead	Jenny Gawne

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£234,694

## Part A: Pupil premium strategy plan

### Statement of intent

#### Challenges

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

Challenge number	Detail of challenge
1	<ul style="list-style-type: none"><li>The focus this year is on aspects where pupils particularly disadvantaged pupils need additional support, resources to make the ARE or attain their true potential</li><li>This year's funding is tightly focused on learning, pastoral and broadening experiences. This dovetails with the additional use of a tutoring model, which is delivered by school-based staff, utilising school led tutoring funding. We will top up funding on these areas from our surplus to ensure these objectives are properly funded.</li></ul> <p>The key areas identified through our pupil premium audit, towards the end of 21-22 included EYFS children's speech and language, KS1 reading, Key stage 2 reading. Physical activity and emotional/ mental health.</p>
2	<b>Reading</b> Assessment, observations and discussions have suggested that without continued support, children from disadvantaged backgrounds will fall behind their peers in their reading attainment. This was shown nationally and we have been very clear and intentional to strategically use staff to ensure this has reduced impact here.
4	<b>Attendance</b> Attendance is always a key component for children achieving to their capabilities. Throughout the COVID period attendance had become a greater challenge. Children had missed a number of sessions needing to isolate so returning to high attendance is now key to their recovery and reaching their potential. The role of the attendance worker is vital in this.
5	<b>Missed enrichment opportunity</b> With the impending cost of living crisis, we are seeing children not being able to access enrichment opportunities outside of school. Previously, this has resulted in children not having the range of language and experience to support their oral development and their academic achievement, resulting in them falling further behind.
6	<b>Parent engagement</b> Parent engagement over the lockdown periods varied but was particularly low in disadvantaged groups, with many reporting challenges in understanding the learning and / or managing to motivate their children. This despite an immense level of targeted teacher support in such cases. Parent engagement to support children achieve effectively continues to be a challenge. This was particularly evident through the lockdowns and was something that required a detailed coordinated response. This bespoke provision remains in place with several families still accessing this additional support. Cost of living is having a large impact on our families. Families will be supported to access advice and/or to access support both in school and with key providers.

## 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 achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> <li>The overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced</li> <li>The percentage of all pupils who are persistently absent being below national and the figure among disadvantaged pupils</li> </ul>
Improved maths and writing attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes to show that the outcomes for disadvantaged pupils are in line with the expected standard in maths and writing.
Improved reading attainment among disadvantaged pupils.	KS1 reading outcomes to show that the outcomes for disadvantaged pupils are in line with the expected standard.
Increased parental engagement	Increased participation in children's learning at home. Families supported effectively with cost of living support.

## 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

**Total = £205,450**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 6 additional teacher so classes are 20	This approach has been taken in the previous year as a result with lower class numbers we have seen that the teacher has been able to target children, particularly pupil premium children more effectively. This has resulted in year on year improvement in our KS2 SATs attainment levels for disadvantaged children. Internal data also reinforces this approach. It has also proven an effective transition tool to support vulnerable children in year 6 develop new relationships in order to be ready for high school as reported by returning students.	2,1
English & Mathematics – KS2 In class support, challenge, targeting Large contribution towards the cost of KS2	This approach has been taken in the previous year as a result we have seen that the teacher and the TA have been able to target pupil premium children, allowing them to build confidence, develop fluency and apply knowledge. The internal data has shown a closing of the gap between the disadvantaged children and their peers.	1

Teaching Assistants – Year 3,4,5	Teaching assistant interventions EEF <a href="http://educationendowmentfund.org.uk">educationendowmentfund.org.uk</a>	
EYFS / KS1 Reading Teaching Assistants to ensure that every child get heard read every day in Reception, Year 1 and 2 and Nursery support for summer term onwards and for targeted children across Years 3-6	The Reading Teaching Assistants model means that every child is heard read every day. This makes a significant difference to reading progress and attainment for all children. For all year groups specific pupil premium children have additional support from the Reading Teaching Assistants to ensure that they are keeping pace with ARE.  Reading Comprehension strategies EEF <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>	1,2

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

**Budgeted cost: £57,137**

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS / KS1 Reading Teaching Assistants to ensure that every child get heard read every day in Reception, Year 1 and 2 and Nursery support for summer term onwards and for targeted children across Years 3-6	The Reading Teaching Assistants model means that every child is heard read every day. This makes a significant difference to reading progress and attainment for all children. For all year groups specific pupil premium children have additional support from the Reading Teaching Assistants to ensure that they are keeping pace with ARE.  Reading Comprehension strategies EEF <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>	1,2

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

Total £29,244

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parent support for target disadvantaged families, PSA 1 day a week in each school</p>	<p>The PSA supports specific disadvantaged families and through the high level of skill that she brings to the role is able to really support provision and improve outcomes for these children and families. Her remit includes supporting financially, with parenting techniques, with housing issues and with wider agency support. Families who she supports gain huge benefit from her involvement and the measures of impact: stability, welfare, attendance etc are all demonstrably improved.</p> <p>Parental engagement EEF  <a href="http://educationendowmentfund.org.uk">educationendowmentfund.org.uk</a></p>	<p>6</p>
<p>Attendance support and challenge for targeted families – 2 days a week in LB</p>	<p>School's attendance data prior to the pandemic was inline/ better than national average, therefore systems in place proven- needed relaunch after Lockdown</p> <p>Parents/ children openly value the incentives for good attendance which the support facilitates</p> <p>Evidence shows PP pupils attendance is ---- inline with those pupils who are not PP and their attendance data is comparative to the national picture</p> <p>Intensive work from the Attendance officer has resulted in better attendance for families including those who are PP</p>	<p>4</p>
<p>Enrichment opportunities through Children's Charter ensures that all children leave our schools with a minimum number of key experiences – fully funded.</p> <p>Opportunities to build confidence, independence, improve risk taking and develop vocabulary are given through subsidised residential visits in year 4 and 6.</p>	<p>Our Children's Charter is a vision that aims to extend children's horizons and experiences so that by the time they leave our schools they will have experienced trips in each year group which include natural world experience: farm, first, seaside, countryside etc alongside cultural and arts events: live orchestra, theatre and sporting events.</p> <p>This is an incredibly valued and impactful initiative and gives the children such memorable experiences that stay with them and really do broaden perspectives.</p> <p>Pupils cite residential as their most significant memory of school and demonstrate significant impact on such a wide range of from physical, emotional and academic.</p>	<p>5</p>

Total budgeted cost: £ £234,694

## Part B: Review of the previous academic year

### Outcomes for disadvantaged (Pupil Premium) pupils

#### Sustained high attendance

While all data needs to be taken in light of the impact of COVID and while there is no current data for disadvantage children, the school continues to be above local and national data. This has been a continuation of previous year's data.

- The overall absence rate for all pupils continues to be broadly inline than local and national percentages

Whole cohort	Local	National
6.3	6.35	6.20

- The percentage of all pupils who are persistently absent being below national and the figure among disadvantaged pupils being no lower / in line with their peers.

Whole cohort	Local	National
17.8	20.1	18.3

#### ATTAINMENT OUTCOMES

While local and national attainment figures for 2022 have to be looked at in the light of COVID, as with previous years before COVID, the disadvantaged children within school continue to make impressive progress in all areas.

##### KS2 maths outcomes

2022 outcomes for meeting the expected standard in maths show that the disadvantaged pupils are in line with their peers within school and well above those disadvantaged nationally. They are very close to all pupils nationally.

Pupil premium	Whole cohort	National comparator	National same
75	77	78	56

##### KS2 reading outcomes

2022 outcomes for meeting the expected standard in reading show that the disadvantaged pupils are just below their peers within school, well above those disadvantaged nationally and just below all pupils nationally

Pupil premium	Whole cohort	National comparator	National same
74	79	80	62

##### KS2 writing outcomes

2022 outcomes for meeting the expected standard in writing show that the disadvantaged pupils are in below their peers within school but well above those disadvantaged nationally and just below all pupils nationally

Pupil premium	Whole cohort	National comparator	National same
69	82	75	55

**Parental Engagement**

Parent voice activities have shown the barriers from the pandemic have been overcome, through increased access to school.

Previous work with parents such as in school parents' evenings, attendance to assemblies and parental workshops continue to be re-established. Targeted work with parents particularly impacted by the pandemic has been particularly impactful in terms of emotional support and financial facilitation.

### Externally provided programmes

Programme	Provider
NELI	Nuffield Foundation Education Limited