



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
Number of pupils in school	482
Proportion (%) of pupil premium eligible pupils	40.54%
Academic year/years that our current pupil premium strategy plan covers	2023/24
Date this statement was published	December 23
Date on which it will be reviewed	19/6/24
Statement authorised by	Lisa Vyas
Pupil premium lead	Ian Caldwell
Governor / Trustee lead	Sarah Marshall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£232,680
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	£232,680

Part A: Pupil premium strategy plan

Statement of intent

The intent for our Pupil Premium strategy is that our children from a disadvantaged background will close the gap on their peers and reach their potential. We have identified areas of challenge and will target these to support our children to close the gap with their peers both emotionally and academically.

Challenges

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

Challenge number	Detail of challenge
1	Academic performance On entry to Nursery our disadvantaged pupils arrive below or well below age related expectations compared to other pupils. This gap results in children being significantly behind their peers academically and as a result, reaching their potential is significantly more challenging. This has also been seen nationally.
2	Reading On entry assessments into school show that children begin with their access to books and early reading ability significantly behind their peers. This results in a significant gap between disadvantaged children and their peers on reading attainment. This has also been shown nationally.
3	Attendance Attendance is always a key component for children achieving to their capabilities. Internal and national data shows attendance of disadvantaged children to be lower than that of their peers. This then results in missed learning opportunities, creating further gaps in academic performance. The role of the attendance worker and the parental support worker are vital in this.
4	Missed enrichment opportunity Children from disadvantaged backgrounds have often had less enrichment opportunities than their peers outside of school. 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. With the cost of living crisis, we are seeing a further gap between disadvantaged children and their peers of their opportunities to access enrichment opportunities outside of school.
5	Parent engagement Parent engagement to support children achieve effectively can be a challenge. We have identified that parent engagement with some of our disadvantaged children to be lower than their peers. This results in the support from home for their academic achievement to be lower than that of their peers. Cost of living is having a large impact on our families. Families are struggling to find the correct support to ensure that they have a home environment for the children to have their needs met.

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"> the overall absence rate for all pupils matching national averages and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced
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 their peers for the expected standard in maths and writing.
Improved reading attainment among disadvantaged pupils.	Reading outcomes across the school to show that the outcomes for disadvantaged pupils are in line with their peers.
Increased parental engagement	<ol style="list-style-type: none"> Increased participation in children's learning at home. Families supported effectively with cost of living support. Families clear on where they can find support both in school and out of school.

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

Budgeted cost: £145,879

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional year 6 teacher to create smaller class	<ol style="list-style-type: none"> This is an approach we have done for a number of years. Staff feedback report they have a far greater knowledge of individual children's needs, strengths and areas for development. They report they have more time to support children effectively; they have more time to support children pastorally, including being able to target the emotional wellbeing of year 6 children to support them throughout the preparation for SATs and through the transition into high school. Teachers have also reported they have more ability to cover the whole curriculum. 	1, 2

	<p>5 SATS results have shown that our pupil premium has consistently closed the gap on their national peers.</p> <p>6 Year 6 teachers also report the workload is more manageable and therefore are happy to stay in year 6.</p>	
<p>7 Large contribution towards the cost of KS2 Teaching Assistants – Year 3,4,5 to support English and maths delivery including in class support, challenge and targeting</p> <p>8</p>	<p>9 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 impressive progress from starting points and a closing of the gap between the disadvantaged children and their peers. Lesson observations have shown that teaching assistants allow teachers to adapt teaching effectively to the needs of the children in class.</p> <p>10 Teaching assistant interventions EEF</p> <p>11 (education endowment fund.org.uk)</p>	1, 2

Targeted academic support

Budgeted cost: £57,654

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>12 EYFS / KS1 /KS2 – reading</p> <p>13 Teaching Assistants</p> <p>14 Reading teaching assistants to ensure every child in Reception and KS1 is heard read twice a week, with pupil premium children having an additional reading slot. KS2 pupil premium children are also listened to read twice a week.</p>	<p>15 The Reading Teaching Assistants model means that disadvantaged children are heard read several times a week. This has shown to make a significant difference to reading progress and attainment for these 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.</p> <p>16 Reading Comprehension strategies EEF (education endowment foundation.org.uk)</p>	1, 2

Wider strategies

Budgeted cost: £29,147

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parent support for target disadvantaged families, PSA 2 days a week</p>	<p>17 The PSA supports specific disadvantaged families and through the high level of skill that she brings to the role is able to really support the 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>18 Parental engagement EEF</p> <p>19 (education endowment fund.org.uk)</p>	<p>5</p>
<p>Attendance support and challenge for targeted families 2 days a week through an Attendance Support Worker. Targeted monitoring of key families.</p>	<p>20 Parents/ children openly value the incentives for good attendance which the Attendance Support Worker facilitates.</p> <p>21 Intensive targeted work from the Attendance Support Worker has resulted in better attendance for families including those who are PP. Internal case studies have shown that when support is in place and parents are challenged the attendance of targeted children improves.</p>	<p>3</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>22 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>23 This is an incredibly valued and impactful initiative and gives the children such memorable experiences that stay with them and really do broaden perspectives. These experiences have shown an increased ability for the children to be able to contextualise their learning and as a result develop a greater vocabulary which in turn impacts on their ability to develop both their reading and writing.</p> <p>24 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>4</p>

Total budgeted cost: £232,680

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Sustained high attendance

- The overall absence rate for all pupils premium children remains a concern and an area to be targeted 2023/24.

Pupil premium	Whole cohort	Local	National
9	6.7	6.8	Not yet released

Pupil premium	Whole cohort	Local	National
32	22.9	22.41	Not yet released

ATTAINMENT OUTCOMES

While local and national attainment figures for 2023 have to be looked at in the light of COVID catch up, as with previous years before COVID, the disadvantaged children within school continue to make impressive progress in all areas from their starting points.

KS2 maths outcomes

2023 outcomes for meeting the expected standard in maths show that the disadvantaged pupils are well above disadvantaged pupils nationally and the same as the national comparator. Showing excellent progress from their starting points.

Pupil premium	Whole cohort	National comparator	National same
79	77	79	59

KS2 reading outcomes

2023 outcomes for meeting the expected standard in maths show that the disadvantaged pupils are well above disadvantaged pupils nationally and the same as the national comparator. Showing excellent progress from their starting points.

Pupil premium	Whole cohort	National comparator	National same
76	75	76	60

KS2 writing outcomes

2023 outcomes for meeting the expected standard in maths show that the disadvantaged pupils are well above disadvantaged pupils nationally and the same as the national comparator. Showing excellent progress from their starting points.

Pupil premium	Whole cohort	National comparator	National same
73	79	77	58

25 **Parental Engagement**

26 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 parent’s evenings, attendance to assemblies and parental workshops continued to be re-established throughout the year, with increased numbers resulting in an increase in parent participation in their child’s learning.

Targeted work by the PSA in terms of emotional support and financial facilitation continues to have .

27

28

Externally provided programmes

Programme	Provider
NELI	Nuffield Foundation Education Limited