

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) for the 2022 to 2023 academic year 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	Lilycroft Primary
Number of pupils in school	408
Proportion (%) of pupil premium eligible pupils	134 (32.9%)
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	September 2022
Date on which it will be reviewed	February 2023
Statement authorised by	LGB
Pupil premium lead	Nicola Roth
Governor / Trustee lead	Sadhana Patel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£185,590
Recovery premium funding allocation this academic year	£19,575
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	£205,165

Part A: Pupil premium strategy plan

Statement of intent

At Lilycroft Primary School we ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged are met. We aim to accelerate the progress of disadvantaged children as our aim in helping all children achieve their full potential by:

- Promoting an ethos of equity so ensuring all children receive the resources and support they need to succeed
- Having a personalised approach to addressing barriers for the children and families ensuring they can all access the high quality teaching and learning in school
- Focussing on high quality teaching and effective deployment of all staff to support disadvantaged children through excellent CPD opportunities
- Decision making based on verified, independent research and relevant data analysis

Challenges

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

Challenge number	Detail of challenge
1	Weak Language and Communication skills Some Pupil Premium children in reception, KS1 and those with low prior attainment do not always make as much progress because their vocabulary and language are underdeveloped, resulting in gaps in their learning across the curriculum. A significant proportion of PP children enter school with delayed or poor speech, language and communication. These factors combined can result in gaps in learning and therefore poor progress.
2	Low attainment on entry to the Early Years Foundation Stage in all areas Children, on entry, have weak Language and Communication skills. Most children are working in the 22-36 month age band and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception.
3	Attendance and Punctuality issues. Attendance for a significant number of pupils eligible for Pupil Premium is below Non Pupil Premium children. This reduces their school hours and can impact on their achievement.

4	<p>Chaotic family lives and Social Service involvement and more frequent behaviour difficulties</p> <p>Our most vulnerable children can often lack stability in their lives and this can impact on their readiness to learn. Their emotional resilience can be low when compared to that of their peers. This hinders their academic progress and learning. Emotional and mental health well-being needs have further impacted on outcomes for pupils due to the continued disruption and impact of Covid</p>
5	<p>Life experiences</p> <p>Lack of life experiences limits their understanding of the world due to the financial constraints of the family. Lack of wide-ranging experiences also contribute to limited vocabulary and paucity of language</p>
6	<p>Special Educational Needs</p> <p>A higher proportion of Pupil Premium children are identified as having multiple barriers to learning e.g. SEND, and consequently they have range of needs which require additional focused support from a variety of agencies.</p>

Intended outcomes

Intended outcome	Success criteria
KS1 Children eligible for Pupil Premium make accelerated rates of progress and attainment as a result of high-quality teaching and focused interventions.	Results at the end of KS1 are in line with national. Phonics reaches the national average with no significant gaps between non-disadvantaged and disadvantaged pupils.
Ensure PP children in KS2 are achieving expected outcomes.	Results at the end of KS2 are comparable to non-PPG children.
Children are able to access the curriculum due to appropriate and high-quality language and vocabulary teaching. Identified children receive appropriate speech and language interventions.	<p>Observations show improved vocabulary levels in Reception and Year 1.</p> <p>Children's language and vocabulary acquisition throughout their primary years is accelerated.</p> <p>Monitoring shows children are more confident to explain their thinking, to contribute to conversations and discussions.</p>
SEND and vulnerable pupils make strong progress from their starting points.	Children achieve the targets set for them. Their individual needs are identified and they receive appropriate interventions and support from school and specialist services.
Children's knowledge and understanding of the world is increased through a variety of experiences to enhance the curriculum ensuring equity of access.	<p>Children draw upon their wider experiences provided by a rich curriculum and apply them in their learning.</p> <p>Evidenced through case studies and pupil interviews.</p>
Children are better able to access their learning, show emotional resilience and employ strategies in order to overcome these barriers. Children feel safe and secure	Individual case studies demonstrate impact of strategies.

<p>Increased attendance and punctuality so that learning is not interrupted. PA is reduced.</p>	<p>Disadvantaged pupils' attendance in line with other children in school and close to national</p>
<p>Children and parents are supported to improve wellbeing throughout the academic year to ensure any gaps in learning and misconceptions are addressed. Parental and school concerns that have emerged during school closures are addressed in a timely manner for the benefit of our whole school learning community.</p>	<p>Pupils and families make full use of the support services offered by the school. There are demonstrable case studies of impact on the academic achievement and attendance of pupils.</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

Budgeted cost £ 53,806.26

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed the new school systematic phonics programme, Little Wandle</p> <p>Allow all children to read using a variety of strategies to access high quality literature.</p> <p>Give the skills and strategies to children to comprehend what they are reading and apply these to a variety of texts</p>	<p>The EEF Toolkit Report – ‘Improving Literacy in KS1’ indicates that evidence for including a combination of both decoding and comprehension-led approaches in teaching reading is extensive. There is little evidence regarding precisely how these approaches should be integrated, or exactly which skills should be taught and when. However, as a school our redesign of our progressive curriculum will focus on the development of early reading opportunities across KS1 and LKS2.</p> <p>Research shows that by the age of seven, the gap for vocabulary between pupil premium pupils and their peers can be as many as 3,000 words. By improving pupils’ knowledge and understanding of words, comprehension of more complex texts becomes possible and writing becomes richer.</p>	<p>1,2</p>
<p>Embed Early Reading strategy across Reception & year1</p> <p>Embed Fluency Reading strategy in years 2 – 6</p> <p>Additional staffing in Reception & KS1, to support children’s language acquisition.</p>	<p>EEF 2020 Impact of closures on the attainment gap “Alongside targeted interventions, improving the quality of teaching is the strongest lever schools have to improve pupil outcomes, particularly for disadvantaged students.”</p> <p>EEF improving literacy in KS1 - “Progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading”.</p>	<p>1,2</p>

	The guidance report advocates a balanced approach which integrates both decoding and comprehension skills. Our work with the DfE English Hub means we can draw on advice from best practice and current thinking to develop an integrated reading approach.	
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Targeted academic support

Budgeted cost: £82,037.72

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all disadvantaged pupils with SEND receive high quality teaching and interventions. Responsive on- going formative assessment takes place to ensure disadvantaged SEND pupils make strong progress.</p> <p>Provision mapping is used to ensure barriers are overcome so that disadvantaged SEND pupils can benefit from enrichment, emotional well –being support and interventions that enable them to succeed in their learning across a wide range of subjects.</p> <p>NDP is implemented to enhance the environments to meet the needs of children with communication difficulties and those who need support to regulate their emotions.</p>	<p>One of the three key areas the EEF indicate schools should ensure are considered when supporting disadvantaged SEND pupils is that interventions should be high quality and rigorously assessed with clear links between the child’s specific needs.</p> <p>Pupils need to be fit and ready to learn within the school and the wider community. Research indicates that addressing children’s social, emotional and learning needs is a key step to improving academic outcomes for pupils. This is particularly the case for SEND pupils.</p>	1,2,6

<p>Mentor and coach pupils on a 1:1 basis through pre-teaching and post-teaching equipping them with skills and strategies enabling them to access learning and experience success.</p>	<p>The EEF Toolkit 'Improving Literacy in Key Stage 2' indicates the positive impact that targeted academic support can have on children who are not making strong progress across the spectrum of achievement.</p>	<p>1,2</p>
<p>Beanstalk Readers to read with children who do not get the opportunity at home</p>	<p>Targeted interventions matched to specific children with particular needs and linking structured one-to-one intervention to classroom teaching is an effective component of Pupil Premium strategies.</p>	
<p>Targeted interventions for pupils in Y6 throughout the year</p>		

Wider strategies

Budgeted cost: £ 69,744.05

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide dedicated counselling to support children in crisis</p> <p>Provide time for therapeutic activities; lego club, mentoring, art club, forest school, gardening, to support children s emotional well being</p> <p>Engage with LA NDP programme. .</p>	<p>Play is incredibly important for a child's development – helping to shape key social, creative, language, emotional, cognitive and physical processes. As a result, play therapy can help children in a variety of ways and provides opportunities for children to express their feelings and promote resilience and confidence which can be transferred into their learning experiences.</p> <p>Pupils need to be fit and ready to learn within the school and the wider community. Research indicates that addressing children's social, emotional and learning needs is a key step to improving academic outcomes for pupils.</p>	<p>4</p>

<p>Subsidise breakfast club provision to ensure PP pupils are in school and ready to learn.</p> <p>Subsidise educational visits and residential providing PP children access to enrichment activities.</p> <p>Provide uniform vouchers to pupils eligible for pupil premium</p>	<p>Children who eat breakfast before school are twice as likely to score highly in tests and assessments at 11 than those who start learning on an empty stomach (Cardiff University, 2015)</p> <p>Pupils need to be fit and ready to learn within the school and wider learning community. Research indicates that addressing children's social and emotional needs is a key step to improving academic outcomes for pupils.</p>	4,5
<p>Parental involvement worker support pupils and families and follow up on issues and concerns.</p>	<p>Parental involvement in children's education from an early age has a significant effect on educational achievement and continues to do so into adolescence and adulthood. We believe family learning also provides a range of benefits for parents and children including improvements in reading, writing and maths as well as greater parental confidence in helping their child at home.</p> <p>During recent school closures learning from home has helped parents understand the needs of their child and they are asking for help. The school recognises that the current research base is widening nationally as the evidence of long-term effects post lockdown and parental support will require adaptation and fluidity.</p>	4
<p>Monitor attendance data to identify trends – implement 1:1 support for pupils with absence patterns.</p> <p>Engage hard to reach families and break down communication and cultural barriers to ensure good attendance.</p>	<p>DfE reported that: Of pupils who miss more than 50% of school, only 3% manage to achieve five A* to Cs, including English and maths. Of pupils who miss between 10% and 20% of school, only 35% manage to achieve five A* to C GCSEs, including English and maths. Of pupils who miss less than 5% of school, 73% achieve 5 A* to Cs, including English and maths</p> <p>The school recognises the important emphasis on excellent attendance. Excellent attendance enhances excellent progress, outcomes and experiences and this enables pupil's confidence and skill base to develop further.</p>	3

Attendance Officer & Parental Liaison Officer work with LA attendance team. Eastern European translator to work alongside attendance team	We want to provide extra support to maintain high attainment and progress for pupils with higher absence rates. 1:1 with highly qualified staff which is evidenced by the EFF Toolkit as improving significantly outcomes for pupils.	
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Total budgeted cost: £ £ 205,588

Pupil premium strategy outcomes

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 2021 to 2022 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.