

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Lilycroft Primary
Number of pupils in school	404
Proportion (%) of pupil premium eligible pupils	138 (34%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	February 2022
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	£184,265
Recovery premium funding allocation this academic year	£19,865
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	£204,130

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 national expectations. 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 long-term school closures due to the COVID-19 pandemic.</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 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.
Increased attendance and punctuality so that learning is not interrupted. PA is reduced.	Disadvantaged pupils' attendance in line with other children in school and close to national
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.	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.

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: £ 56,545

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed the school systematic phonics programme</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>CPD for all staff to implement Early Reading strategy across reception & year1</p> <p>CPD for all staff to implement Fluency Reading strategy in years 2 – 6</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>

<p>Additional staffing in EYFS, to support children’s language acquisition in reception and Y1.</p>	<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.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 57,413.50

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>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>	<p>1,2,6</p>

<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>Beanstalk Readers to read with children who do not get the opportunity at home</p> <p>Small group interventions for KS2 implemented by high quality teaching staff.</p> <p>Targeted interventions for pupils in Y6 throughout the year</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>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>1,2</p>
<p>Deliver the NELI programme in Reception and year 1 to develop Early language skills</p>	<p>Early Language Development (2017) published by Public Health and the EEF identified the NELI programme as significantly enhancing pupils' language acquisition skills. This programme is also being funded and advocated by the DfE</p> <p>EEF literacy guidance reports recognise that <i>“purposeful speaking and listening activities support the development of pupil’s language capability and provides a foundations for thinking and communication”</i>. It advises that schools <i>“Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children’s language and thinking during interactions and activities..”</i></p>	<p>1,2</p>

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

Budgeted cost: £ 91,612

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 cognition and learning and behaviour support. .</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>	4
<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>	4

	<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>	
<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>Work with LA attendance team.</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. 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.</p>	3

Total budgeted cost: £ 205,570

Pupil premium strategy outcomes

Intended outcome	Success criteria	Impact July 2022
<p>KS1 Children eligible for Pupil Premium make accelerated rates of progress and attainment as a result of high-quality teaching and focused interventions.</p>	<p>Results at the end of KS1 are in line with national. Phonics reaches the national average with no gaps between non-disadvantaged and disadvantaged pupils.</p>	<p>KS1 results are below national averages. PP results for combined Reading is 55%; writing is 55% and Maths is 36%. There is no gap between pupil premium and non pupil premium in Reading</p> <p>Pupil Premium phonics check results at the end of Y1 are 75% with a gap of only 6% to non Pupil premium</p>
<p>Ensure PP children in KS2 are achieving expected outcomes.</p>	<p>Results at the end of KS2 are comparable to non-PPG children.</p>	<p>The combined was above national average overall. Pupil premium achieved 58% compared to non pupil premium who achieved 68%</p>
<p>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>	<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>	<p>External monitoring of the curriculum and KS 2 writing moderation evidenced the extensive use of a wide vocabulary of the children compared to their starting points</p>
<p>SEND and vulnerable pupils make strong progress from their starting points.</p>	<p>Children achieve the targets set for them. Their individual needs are identified and they receive appropriate interventions and support from school and specialist services.</p>	<p>All pupils are tracked on BSquared and 94% of pupils have made expected progress against these targets.</p> <p>The school achieved the Physical Disability Award for its working in making the school and curriculum accessible to all</p>

Children's knowledge and understanding of the world is increased through a variety of experiences to enhance the curriculum ensuring equity of access.	Children draw upon their wider experiences provided by a rich curriculum and apply them in their learning. Evidenced through case studies and pupil interviews.	All children had a minimum of 2 educational visits and one external visitor to school. All these were linked to current work in the foundation subjects and enhanced vocabulary acquisition as evidenced in external monitoring
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.	There were no exclusions last year. The counsellor saw total of 62 children over the year. There were no significant behaviour issues within the school
Increased attendance and punctuality so that learning is not interrupted. PA is reduced.	Disadvantaged pupils' attendance in line with other children in school and close to national	Attendance was above national 93.8% for the whole year. There was little difference for pupil premium 92.7%
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.	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.	Families were supported during the winter covid out break. Classes for parents were reinstated in the summer term. All classes were well received. Those families with mental health, financial difficulties and suffering were all supported and directed to appropriate services